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ASHEVILLE MEETING,
Southern Educational Association,
JUNE 30-JULY 3, 1903.

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SOUTHERN EDUCATIONAL ASSOCIATION

JOURNAL

OF

PROCEEDINGS AND ADDRESSES

OF THE

THIRTEENTH ANNUAL MEETING

HELD AT

ASHEVILLE, N. C.,

JUNE 30-JULY 3, 1903.

1903

PUBLISHED BY THE ASSOCIATION.

FOR SALE BY THE
SECRETARY OF THE ASSOCIATION.



CONTENTS.

	PAGE.
Calendar of Meetings	5
Officers	7
Departments	7
State Directors	7
State Managers	8
Local Committees	8
Local Committees	7
Secretary's Statement	9
Journal and Proceedings	11
Address of Welcome	19
Response	21
President's Address	22

ADDRESSES AND DISCUSSIONS:

The High School— <i>P. P. Clarton</i>	29
Discussion— <i>Thos. P. Harrison</i>	30
<i>D. B. Purinton</i>	31
The Co-operation of Home and School— <i>Marion Brown</i>	33
Physics Teaching in Southern Colleges— <i>W. Le Conte Ste-</i> <i>vens</i>	43
Local Tax the Hope of the School— <i>S. H. Edmunds</i>	49
Consolidation of Rural Public Schools— <i>Robert Paine Lin-</i> <i>field</i>	52
College Entrance Requirements in English— <i>Thomas P. Har-</i> <i>rison</i>	61
Teaching English Literature in our Common Schools— <i>Charles C. Thach</i>	68
Discussion— <i>Thomas Hume</i>	71
The Real and the Ideal in History— <i>Frederick W. Moore</i>	75
Agriculture in the Public Schools— <i>H. W. Lawson</i>	89
Child Study in the Sunday School— <i>Thomas Hume</i>	101
Attendance in the Public Schools— <i>J. M. Collum</i>	108

	PAGE.
DEPARTMENT OF CHILD STUDY:	
Secretary's Minutes	118
Children's Libraries in the Public Schools— <i>W. W. Barnett</i>	120
Adolescence— <i>E. Kate Carman</i>	128
The Social Environment of the Child— <i>Minnie Macfeat.</i>	140
What General Education Owes to the Kindergarten— <i>Fred</i> <i>Eby</i>	145
Report of Child Study in the South— <i>H. Elmer Bierly</i>	156
DEPARTMENT OF SUPERINTENDENCE:	
Note of Secretary	160
LIST OF MEMBERS	161

CALENDAR OF MEETINGS

SOUTHERN EDUCATIONAL ASSOCIATION.

Place.	President.	Date.
I. Morehead City. } -----	J. H. Shinn } -----	July, 1890
Montgomery } -----	S. Palmer } -----	
II. Lookout Mountain.....	J. H. Shinn	July, 1891
III. Atlanta.....	S. Palmer	July, 1892
IV. Louisville.....	W. F. Slaton.	July, 1893
V. Galveston.....	W. H. Bartholomew.....	Dec., 1894
VI. Hot Springs.....	J. R. Preston.....	Dec., 1895
VII. Mobile.....	J. H. Phillips	Dec., 1896
VIII. New Orleans.....	Geo. J. Ramsey.....	Dec., 1898
IX. Memphis	Junius Jordan.....	Dec., 1899
X. Richmond	R. B. Fulton	Dec., 1900
XI. Columbia	G. R. Glenn.....	Dec., 1901
XII. Chattanooga	W. N. Sheats	July, 1902
XIII. Asheville	J. W. Nicholson	June-July, 1903

There was no meeting of the Association in 1897, because of yellow fever at New Orleans, which city had been selected as the place of meeting.

SOUTHERN EDUCATIONAL ASSOCIATION.

OFFICERS FOR 1902-1903.

GENERAL ASSOCIATION.

President—J. W. Nicholson, University, La.

Vice-President—W. N. Sheats, Tallahassee, Fla.

Secretary—Frank M. Smith, Blue Grass, Tenn.

(Resigned.)

Richard J. Tighe, Asheville, N. C.

(Appointed for unexpired term.)

Treasurer—..... Ross,, W. Va.

(Died before expiration of term.)

Thos. Hume, Chapel Hill, N. C.

(Appointed for unexpired term.)

DEPARTMENTS.

SUPERINTENDENCE.

President—Lawton B. Evans, Augusta, Ga.

Vice-President—W. C. A. Hammel, Baltimore, Md.

Secretary—E. L. Hughes, Greenville, S. C.

CHILD STUDY.

President—H. Elmer Bierly, Tallahassee, Fla.

Vice-President—J. D. Hammond, D. D., Nashville, Tenn.

Secretary—Miss Clem Hampton, Gainesville, Fla.

STATE DIRECTORS.

Alabama	I. W. HILL	Gadsden.
Arkansas	J. J. DOYNE	Little Rock.
Florida	J. W. WIDEMAN	Gainesville.
Georgia	W. M. SLATON	Atlanta.
Kentucky	L. McCARTNEY	Hopkinsville.
Louisiana	WARREN EASTON	New Orleans.
Maryland	ALEXANDER CHAPLAIN	Easton.
Mississippi	J. S. HUDSON	Oxford.
Missouri	JOHN COLLINS	St. Louis.
North Carolina	D. MATT THOMPSON	Statesville.
South Carolina	J. W. THOMPSON	Rock Hill.
Tennessee	MORGAN C. FITZPATRICK	Nashville.
Texas	W. W. BARNETT	Houston.
Virginia	ROBERT FRAZIER	Warrenton.
West Virginia	GEORGE S. LAIDLEY	Charleston.

STATE MANAGERS.

Alabama	J. D. HUMPHREY	Huntsville.
Arkansas	JUNIUS JORDAN	Fayetteville.
Florida	Miss CLEM HAMPTON	Gainesville.
Georgia	J. S. STEWART	Dahlonega.
Kentucky	J. E. SNIDER	Paducah.
Louisiana	B. C. CALDWELL	Natchitoches.
Maryland	W. C. A. HAMMEL	Baltimore.
Mississippi	W. P. DOBBINS	Corinth.
Missouri	W. H. MARTIN	Kansas City.
North Carolina	G. H. CROWELL	High Point.
South Carolina	THOMAS C. WALTON	Anderson.
Tennessee	S. A. MYNDERS	Jackson.
Texas	J. E. BLAIR	Denison.
Virginia	C. L. CROW	Lexington.
West Virginia	WILSON M. FOULK	Piedmont.

LOCAL COMMITTEES.

Executive—Prof. J. J. Britt, Chairman; J. A. Nichols, Philip R. Moale, Dr. Thomas Lawrence, Col. Robert Bingham, Frank Carter.

Reception and Place of Meeting—George S. Powell, Chairman; A. S. Barnard, Eli Mustin, F. Stikeleather, Charles A. Webb, J. H. Wood, J. Ed. Swain, S. M. Hamrick, C. W. Brown.

Membership—Thomas B. Hamby, Chairman; Miss Florence Stephenson, James A. Winn.

Homes and Hotels—Henry Redwood, Chairman; George L. Hackney, J. P. Howatt.

Excursions and Entertainment—W. R. Heston, Chairman; S. Lipinsky, Frank M. Weaver, Dr. J. F. Ramsey.

Advertising and Badges—W. B. Northup, Chairman; W. W. Moore.

Press—Walter A. Hildebrand, Chairman; Earle Godbey, Donald Gillis.

Bureau of Information—W. F. Randolph, Chairman.

SECRETARY'S STATEMENT.

It is customary to print with the proceedings a statement of all moneys received and expended during the preceding year. Mr. Ross, the Treasurer, having died during his term of office, no statement was presented at the Asheville meeting, but as Secretary I received from my predecessor, Mr. Frank M. Smith, \$361.23, as the balance on hand June 30, 1903.

I wish also to state that in accordance with the motion made at the last meeting to publish the proceedings of the Chattanooga meeting in the same volume with those of the Asheville meeting, I have made several unsuccessful efforts to secure the minutes and papers of the meeting held in Chattanooga. From all that I can gather the papers have been lost.

RICHARD J. TIGHE,
Secretary.

JOURNAL OF PROCEEDINGS
OF THE
THIRTEENTH ANNUAL MEETING
OF THE
SOUTHERN EDUCATIONAL ASSOCIATION.

ASHEVILLE, N. C., JUNE 30, JULY 1, 2, 3, 1903.

FIRST DAY'S PROCEEDINGS.

Auditorium—Tuesday, June 30, 8 P. M.

The Association was called to order by Prof. J. J. Britt, Chairman of the local Executive Committee.

Rev. Thos. Lawrence, D. D., principal of the Normal and Collegiate Institute, Asheville, N. C., invoked the divine blessing upon the Association and its work.

Addresses of welcome were made by Alfred S. Barnard, Esq., Asheville, N. C., and Prof. J. J. Britt, Chairman of the Executive Committee.

The response was made by Hon. O. B. Martin, Superintendent of Public Instruction of South Carolina.

Col. J. W. Nicholson, President of the Association, delivered the annual presidential address.

The Association adjourned to meet at 9 a. m. Wednesday in general session.

SECOND DAY'S PROCEEDINGS.

Auditorium—Wednesday, July 1, 9 A. M.

The meeting was called to order by the President.

Chancellor R. B. Fulton not being present, "The High School, Its Function and Curriculum," was discussed by Prof. P. P. Claxton. In the absence of Dr. Henry Louis Smith, the general discussion was opened by Dr. Thomas

Harrison, of Davidson College, N. C., who was followed by President Nicholson, Dr. D. B. Purinton, Dr. Smith, of Randolph-Macon Woman's College, Va., and Prof. Claxton.

Miss Marion Brown, of New Orleans, read a paper on "Co-operation of Home and School."

At this point, President J. W. Jendwine, of the Southern Music Teachers' Association, which was also holding its annual meeting in Asheville, was asked to take the place of Prof. Enoch Pearson in the discussion of "Music in the Public Schools." Prof. Jendwine stated that Prof. Pearson had written 1,000 letters to teachers and supervisors of music throughout the South, and had received but a few replies. The speaker thought the great difficulty was in getting people to see the educational value of music, because music, like morals, has no money basis. If it was advocated too strongly by musicians they were accused of having an ax to grind. Prof. Jendwine plead for the assistance of all teachers in furthering the cause of musical education, and suggested that the Southern Educational Association co-operate with the Southern Music Teachers' Association in this work. He said a committee had already been appointed by the Music Teachers' Association for the purpose of working for the installation of music in all schools throughout the South.

President Nicholson recommended that the Association consider Prof. Jendwine's suggestions.

The President stated that during the remainder of the session, work would begin at 10 o'clock in the morning and 8:30 in the evening.

The President announced that Dr. Thos. D. Boyd, who was to speak on Thursday night on "The Education of the Negro," could not be present, and asked for suggestions as to a substitute.

The meeting then adjourned.

Auditorium—Wednesday, July 1, 8:30 P. M.

Dr. Le Conte Stevens, of Washington and Lee University, read a paper on "Physics Teaching in Southern Colleges."

The general discussion was opened by Dr. Brown Ayres, of Tulane University.

Superintendent Sheats, of Florida, moved that a committee be appointed, consisting of one or more delegates from each State to confer at 8:30 next morning and report at the morning session as to what could be done to increase the influence and the attendance of the Association. The motion was carried without discussion.

In the absence of Dr. Chas. D. McIver, who was too ill to attend, Superintendent S. H. Edmunds, of Sumter, S. C., read a paper on "Local Taxation."

President Nicholson said he wished to make a statement about the affairs of the Association. It had been in existence thirteen years, but no one could say that it had met the expectations of its founders. It was to be regretted that the attendance was always small at conventions, and that it did not always represent the list in Southern educational life. Two changes had been made by the administration: First it was held in the winter—at Christmas, but this time did not suit; now the summer schools interfere; they meet at the same time—there are two in North Carolina, one in Georgia, Alabama, Tennessee, etc., and many are kept away from the conventions by these schools. There are 1,600 teachers in attendance at Knoxville. President Nicholson said that this conflict could be avoided by having the schools close a little earlier, and the summer schools a little later, so that the conventions could be held between these times; or the time could be fixed later. He said he expected to appoint Superintendent Glenn, of Georgia, as chairman of this committee. Another change made at the last convention was the making the Secretary a fixed and salaried officer, salary

\$1,500; but the system had not had a fair trial, as the Secretary became sick and resigned. "Fortunately," said Col. Nicholson, "someone recommended Prof. R. J. Tighe, of Asheville, for the place, and I saw at once from his energy and tact that he was the man for the place, and I thank him on behalf of myself and the Association for his patriotic efforts.

On account of the absence of Dr. W. C. Stubbs, who was to read a paper at this point in the program on "The Sugar Industry in Louisiana," Miss Mamie L. Pitts' address on "Types of Teachers I Have Known" was delivered.

President Nicholson appointed the following Committee on Nominations:

Dr. Le Conte Stevens, Dr. Brown Ayres, Dr. D. B. Purinton, Superintendent W. N. Sheats, Superintendent Goddard, Dr. Frederick Moore, Superintendent Phillips, Prof. Gaines, Prof. Updegraff and Prof. Ellis.

The following committee was appointed in accordance with Superintendent Sheats' motion:

Superintendent W. N. Sheats, Chairman; Virginia, Prof. Le Conte Stevens; Maryland, Prof. Updegraff; North Carolina, Superintendent D. Matt Thompson; South Carolina, Superintendent S. H. Edmunds; Georgia, Miss Mamie L. Pitts; Tennessee, Prof. P. P. Claxton; Alabama, Prof. Phillips; Louisiana, Dr. Brown Ayres and Col. J. W. Nicholson; Texas, Prof. Ellis; Florida, Superintendent J. C. Compton and Mr. T. F. Macbeath; West Virginia, Dr. D. B. Purinton. The Secretary of the Association was added.

Prof. Claxton said it was important that the people who had so much to do with the formation of character in the South should get together. The time for a convention was not easily fixed. There were hundreds of institutes and summer schools in the South to interfere. It is not possible to make a great picnic occasion for our convention. We

can only get the leaders together—college professors, superintendents and specialists. Thanksgiving was suggested as the proper time. Don't try to have a great crowd—only three or four hundred leaders to determine policies.

Miss Marion Brown replied, amid applause, from the standpoint of the average teacher, and opposed the Thanksgiving proposition. The great trouble now, she said, was that the Association had not reached the average teacher. Of course there were unfortunate circumstances at this time, but never except once has it been large.

On motion the meeting adjourned.

THIRD DAY'S PROCEEDINGS.

Auditorium—Thursday, July 2, 10 A. M.

Prof. Robert P. Linfield being absent, Prof. Thomas Harrison, of Davidson College, N. C., addressed the meeting on "College Entrance Requirements." The subject was discussed by Dr. Thomas Hume, of the University of North Carolina.

Superintendent W. N. Sheats, who was on the program for an address on the "Certification of Teachers," said that inasmuch as this subject had already been ably discussed he did not think it necessary to give the subject more time now. He substituted a talk on "Local Taxation in Florida."

Dr. Chas. C. Thach addressed the meeting on "Teaching English Literature in Our Common Schools."

Dr. Thomas Hume discussed Dr. Thach's address.

Dr. Purinton stated that it would be impossible for him to remain long enough to take his regular place on the program, and he was accordingly permitted to discuss the "Correlation of School and College Work" at this point; and as Prof. Babbitt was absent he took the place of leader.

Prof. H. Elmer Bierly, of the Florida State College, presented and read the following resolution:

WHEREAS, this Association recognizing the great importance of medical inspection in our public schools,

Resolved, That we are in hearty sympathy with this movement, and we recommend that wherever possible medical inspection of the health of public school children be adopted with such plans as are best adapted to bring about the desired results.

Prof. Bierly stated that action on this matter had already been taken by the Florida State Medical Association, Georgia State Sociological Association and Florida State Federation of Women's Clubs.

The resolutions were adopted.

The meeting adjourned until 8:30 p. m.

Auditorium—Thursday, July 2, 8:30 P. M.

Dr. Frederick W. Moore, of Vanderbilt University, read a paper on "The Real and the Ideal in History."

The Secretary read a letter from Mr. Edgar Gardner Murphy, of the Southern Education Board, regretting his inability to reach Asheville in time for the meeting.

The Committee on Nominations recommended the following for officers of the Association during the coming year:

For President, Francis P. Venable, Chapel Hill, N. C.

For Vice-President, J. W. Nicholson, Baton Rouge, La.

For Treasurer, S. H. Edmunds, Sumter, S. C.

For Secretary, R. J. Tighe, Asheville, N. C.

The report of the committee was unanimously adopted.

Chairman W. N. Sheats submitted the following resolutions as the result of the deliberations of the Committee on the Good of the Association:

Resolved, first, That the Executive Committee select a place that will be most convenient and most desirable.

Resolved, second, That a State Manager for each Southern State be appointed by the President.

Third, That these managers confer with the authorities of the several States and suggest to the Executive Committee a time that will avoid all conflict.

The report of the committee was adopted.

The above committee requested the delegates from each State to meet and select active men to be recommended to the President as suitable for the committee provided for in the above resolutions. Following is the committee as completed later:

Superintendent W. W. Barnett, Houston, Texas; President George B. Cromer, Newberry, S. C.; Superintendent S. H. Edmunds, Sumter, S. C.; Professor W. C. A. Hammel, Baltimore, Md.; Superintendent Junius Jordan, Pine Bluff, Ark.; Principal J. D. Lentz, Concord, N. C.; Superintendent E. H. Mark, Louisville, Ky.; Professor F. W. Moore, Nashville, Tenn.; President D. B. Purinton, Morgantown, W. Va.; United States Commissioner of Education W. T. Harris, Washington, D. C.; Superintendent J. V. Calhoun, Baton Rouge, La.; Superintendent E. C. Glass, Lynchburg, Va.; Superintendent J. R. Campbell, Weatherford, Okla.; Hon. G. R. Glenn, Atlanta, Ga.; Superintendent L. M. Landrum, Atlanta, Ga.; President Charles C. Thach, Auburn, Ala.; Chancellor R. B. Fulton, University of Mississippi; Superintendent J. W. Widenman, Gainesville, Fla.; Superintendent R. J. Tighe, Asheville, N. C., and President F. P. Venable, University of North Carolina.

Miss Mamie L. Pitts moved that the Association instruct the Executive Committee to select St. Louis as the next meeting place. It was seconded by Superintendent W. N. Sheats.

The President ruled that the motion was out of order, as the Executive Committee could not be instructed in this matter by the meeting. Prof. Thos. B. Hamby suggested that the word "instruct" be stricken out and "suggest" inserted in its stead.

Miss Pitts finally accepted the amendment offered by Prof. Hamby.

The resolution as amended was put to vote and lost—12 for and 15 against.

The Convention was entertained by Dr. D. M. Staley, President of the Asheville Summer School of the Boston School of Expression, who gave an address on the educational value of vocal expression and a recital from "Rip Van Winkle."

The meeting adjourned until 10 a. m. Friday.

FOURTH DAY'S PROCEEDINGS.

Auditorium—Friday, July 3, 10 A. M.

In the absence of Dr. Collier Cobb, "Agriculture in the Public Schools," by Hon. A. C. True, Washington, D. C., was placed first on the morning program. The paper was read by Dr. H. W. Lawson for Mr. True, who was unavoidably absent.

At this juncture Miss Lois Peruker, of Geneva, Switzerland, entertained the meeting with an aria from the opera "Herodiade."

Dr. Thomas Hume, of the University of North Carolina, spoke on "Child Study and Sunday School Work."

On motion a vote of thanks was extended Secretary Tighe, Prof. T. B. Hamby and the press reporters for efficient management and publicity given the proceedings of the meeting.

A paper was read on "Attendance in the Public Schools," by Commissioner J. M. McCollum, Schley County, Ga.

The paper was discussed by Superintendent Geo. Goddard and Miss Marion Brown.

Superintendent W. N. Sheats, Vice-President of the Association, stated that on account of the illness of the former Secretary, Frank M. Smith, no volume of the proceedings of the Chattanooga meeting had been published. He also stated that Mr. Floyd and Mr. Buttrick, of the Southern Education Board, had agreed to help publish the proceedings. Superintendent Sheats then moved that the proceedings of the Chattanooga meeting be published along with those of the Asheville meeting in the same volume.

The motion was carried.

At 12:30 o'clock the Thirteenth Annual Meeting of the Southern Educational Association adjourned.

R. J. TIGHE,

Secretary Southern Educational Association.

SOUTHERN EDUCATIONAL ASSOCIATION.

ADDRESS OF WELCOME.

ALFRED S. BARNARD, ESQ., ASHEVILLE, N. C.

Mr. President, Ladies and Gentlemen.

An opportunity to take part in one of your programs is a great privilege and to me a source of deepest pride and pleasure. The work of this organization is of that character which endures. Long after we shall have passed away its influence will still remain, to be perpetuated in the high-minded men and women developed from the boys and girls who are to profit by what is done here.

Our city has a twofold interest in your Convention, and her citizens are doubly glad that you have come. In common with the State, they share the honor of your meeting in North Carolina. They join with the State in a most generous greeting.

At no time in her history has North Carolina been so earnestly engaged in the education and enlightenment of her children, and never have her tax-payers contributed more liberally to this object of her solicitude. Under the stimulating enthusiasm and gracious guidance of her present Governor the desire for public instruction has been quickened and this important movement given increased impulse. On every hand, and in fertile soil, are being scattered seeds of learning, which in their fruitage will bear a splendid harvest, destined to command for this Commonwealth an exalted position in the councils of the nation.

He who in the future records the intellectual growth of our State can not assign too much space to this administration, or bestow extravagant praise upon the work of its Executive. Let us hope that his example will be followed by his successor. May it instil such a sentiment that hereafter hostility to the public schools will mean exclusion from public trust.

But apart from the State, Asheville exults at your visit. It enjoys the additional distinction of having been selected as your meeting place, a distinction of which it is justly proud. That her enterprising and progressive people will use their utmost endeavors to prove it worthy of this preference I feel fully assured.

The existence of such an organization, with such lofty aims and purposes, may truly be regarded as one of the best expressions of that co-operative spirit which has done so much to make this the stupendous age of the world.

The most obvious fact in the universe is progress. To the casual observer, it manifests itself everywhere. The most superficial comparison of modern with ancient, or even medieval times, discloses a condition so much improved—a state of society so much better as to compel the conviction that historic man has been constantly advancing. To the student who looks beneath the surface and gives closer attention to the revelations of research, the law of gradual growth is as much a principle as the law of gravitation. Nor is it—in its sphere—less general in its operation. Throughout the entire scope of activity and thought its action is apparent. As the world of matter is held together by the cohesive force of mutual attraction, so the world of life is carried forward by the inherent power of persistent progress.

From the earliest record of existence this tireless and resistless energy has been at work, striving to elevate each succeeding period higher than its predecessor. Its inexorable decree is development or death. To its rigid rule, not only tribes and nations, but races and civilization, incapable of further improvement, have yielded and become extinct. The history of society is made up of a review of those inferior institutions and systems which have perished that the superior might live.

In the beginning all progression was physical. The combined processes of nature were engaged in producing and perfecting finished forms of organic being. During this stage it was a struggle of organism, in which the strong survived and to which the weak succumbed. A survival of the fittest in which the standard of fitness was giant might.

With the advent of man bodily structure reached its culmination, natural selection achieved its final work and brought forth its highest type. Its mission was fulfilled when there at last appeared an organ endowed with conscience of self, prodigious in its potentiality, and capable of intelligent choice. Henceforth another instrument was to guide and direct, the physical gave place to the mental and strength became a handmaid of the brain. It was the commencement of a new era and the morning was radiant with the dawn of mind.

The struggle still goes on, but it is no longer so much a contest between the weak and the strong as between the wise and the ignorant. The aggressive agent in the first is force; the potent element in the second is knowledge. Behold its mighty power, lifting savagery through barbarism to civilization and culture. The animal superiority of the one may be a product of evolution. The supreme excellence of the other is the triumph of education. It has been the foremost factor in the development of mankind. It forms the foundation upon which has been erected the magnificent super-

structure of our present social system and is the corner-stone upon which every successful constructor must build. To it must be attributed the marvellous rapidity of recent advancement and upon its encouragement depends the only hope of future stability. Its paramount importance in the elevation of the individual and the betterment of the citizen, has made it the serious concern of the State, and in every community the free school is aiding the home in seeking to cultivate a more majestic manhood, a grander womanhood and purer patriotism and more perfect citizenship. To this noble service of uplifting you have dedicated yourselves, and for the promotion of this great cause your Association exists. Its formation marks another advancement in the unparalleled recuperation of our beloved South.

You bring to us representatives of the broadest refinement and highest scholarship, and from your presence we should gather inspiration for our own improvement.

The responsibility for your formal reception has devolved upon me, the obligation for your proper entertainment has been cheerfully assumed by our entire citizenship. I appreciate the grateful task of giving utterance to their salutations. They rejoice at your coming and extend to you a cordial welcome.

RESPONSE TO ADDRESS OF WELCOME.

Supt. O. B. Martin, of South Carolina, said, in part, he felt sure of a welcome; that even the mountains on the route here seemed to extend a welcome. He said he was pleased to see so many present on the first day; that from his knowledge of the traits and vicissitudes of a teacher's life, he expected to see only a few. Mr. Martin said that, speaking for the Southeastern States, he was glad to accept the welcome extended. Education had done much for the great Southeast, but more remained for it to do until the percentage of illiteracy was reduced below one in every six persons. Education suggests concentration—working to a common center. Those communities which have no school houses are eccentric—working away from a center. The one-room school house, “the ragged beggar sunning” has yielded to graded schools. The teaching profession has been too much isolated—too much out of touch with progress. The outgrowth of the principle of co-operation and concentration is helping the school teacher. He said, “I am not in sympathy with Goldsmith's school teacher, ‘and still the wonder grew how one small head could carry all he knew.’ It is a hope-

ful sign when the people, like the Governor of North Carolina, take an active interest in the general upbuilding of education. If we did not have so much ignorance we would not have so much work to do, and as we look out on the coming century we all see the great prospect for development before us. I speak of this section of the country—the Southeast—not because I am a sectionalist, since I favor this concentration from wherever it may come, but because I am appointed to respond for it. There is too much tendency to provincialism—I believe in aid and opinion from everywhere.” The speaker extended an invitation to the Association to meet again in South Carolina.

PRESIDENT'S ADDRESS.

COLONEL J. W. NICHOLSON, UNIVERSITY OF LOUISIANA.

I deem it a high honor and a great privilege to stand before this splendid assembly and plead the cause of ideals. Whatever may be the character of the discussion I have at least a theme that is in keeping with the dignity of this ideal occasion. I shall attempt only a popular discussion of it, with the hope of giving these young people some food for serious thought and some stimulus to a broader and deeper interpretation of the function and importance of ideals.

Standing on the bank of the Mississippi river and looking across its restless, surging tide we see the commingling of the waters of all the streams that drain the vast valley of the “Father of Waters.” Each of these innumerable tributaries, however large or small, is exerting an influence, more or less, on the mighty current that sweeps before us. So, too, in looking at the movements of the present age—the struggles, conflicts and tendencies of science and art, state and church, education and society—we see the commingling of the influences of all the ages that have gone before us. The struggles, passions, discoveries and revolutions of all former times survive in their influence on the present moment. All are pouring into it and imparting to it its tendencies and potentialities. We sit in wonder before the coming of this infinite flood, helpless to stay it, and appalled by the breadth and power of the stream that is bearing us on to weal or woe.

Now, every life, whether of men or institutions, is a stream of continuous quantity, made up of a past, present and future. The present is the connecting link between the other two parts. It is at once the terminal and result of the past, and the initial and

potential of the future. Mathematically speaking, the present, in so far as it is the inexorable eloquence of the past, is the differential of life; and it is the variation of life in so far as it is the product of new extraneous forces. The differential is the warp into which our volition weaves the woof or variations. To interpret the present we must understand all the past; to analyze it we must unfold the laws of the universe and co-ordinate its forces. In a word, the complete analysis of the present age would lay open the all-comprehending and eternal law in accordance with which all things were created, and in obedience to which everything is moving on to the fulfillment of its destiny. This is a problem we can never hope to solve. In comparison with the vastness of its scope the range of the highest created intellect is infinitesimally narrow. Truly the road to learning leads to humility. The more profound one's researches the more one realizes the narrowness of human attainments and the vastness of the domain over which human lore has not yet shed the light of its lessons. How fortunate for us it would be if we could begin our life in wisdom and end it in simplicity, instead of the reverse, which now obtains.

Now, the question which concerns us most is one as to the means by which this higher condition has been achieved. Prominent among them may be named education and commerce, agriculture and manufacture, science, art, labor and capital. These, one and all, have played important roles in transforming the world from barbarism to civilization. A beautiful story is told of an old apple tree in a New Jersey orchard. While the other trees in the garden waxed and waned with the circumstances of chance and change, that particular tree was ever known for the freshness of its foliage and the sweetness and beauty of its blossoms. For a long time the cause of its vitality was unknown, but the mystery was at last removed by the discovery of a subterranean spring that supplied it with the elixir of life that neither culture nor fertilizers nor climate could provide. Just what that spring was to that tree, ideals are to men and society. High ideals of home and country, of character and government, of business and politics, are the pillar of cloud by day and the pillar of fire by night, directing the course and lighting the way that leads to all that is true and enduring in the affairs of men and nations.

Just here you will please indulge me in a momentary digression. The "Old South" was, in many respects, a land of high ideals. An eminent English historian, speaking of Washington, says: "No nobler figure ever stood in the forefront of a nation's history." It was a Southern man who said, "I had rather be right than to be President." When despair, like a rayless night, was settling over the South, General R. E. Lee lifted his battle-scarred veterans above

the gloom of defeat in the immortal assurance, "Duty is the sublimest word in the English language." Not only Southern leaders, like Jefferson and Lee and Davis and Stephens, but, as a rule, Southern men in the humbler walks of life were knightly, honorable and magnanimous. Genial and hospitable in social life, they carried into public affairs the severest standards of private morals. For courtly bearing and clean, generous, honorable impulses many of the old Southern homes have never been surpassed in all the annals of time.

Even the negroes in the South, under the tutelage of their masters, attained to remarkable gentility and simple-minded devotion to conceptions of duty. Slavery had its faults, but under the system of our fathers it gave rise to some of the noblest virtues that ever adorned civilization. The Southern soldiers can never forget the heroic devotion with which their "colored boys" followed and nursed them through the hardships and carnage of war. Young gentlemen, you should never forget that disrespectful treatment of white women by negroes was never known in the South before the close of the civil war, although during that war the former were totally at the mercy of the colored race. Whatever of race hatred there is now in the South is not the product of Southern society, but is a poisonous exotic that has been planted among us by fanatics from abroad. One of the fruits of this bitter weed is the heresy of social equality, which, considering its inevitable results in the South, would be the greatest calamity that could befall our people. The attitude of the South in opposing this craze is not due to prejudice, but to the eternal law of selection which an All-wise Providence has established to preserve the integrity of species. As well accuse sheep of prejudice in not herding with goats, or quails in declining the leadership of the hawk or the vulture. The South sympathizes with the poor, deluded negro, and, if let alone, will accord him every right and privilege necessary to his uplifting. But in doing this it is unnecessary, as it is unwise, to pursue such a course as will lead to the violation of God's laws and the destruction of the highest ideals of society.

Let us now resume the thread of our discourse. There are those who regard an ideal as something that entertains without having any real value or use. In the great, busy world around us, occupied as it is with the problem and labor of accumulation, animated as it is by its subtle and selfish schemes of policy, and hardened as it is by its struggles, disappointments and dissipations, it is often thought, and honestly believed, that high ideals are not to be seriously taken, and never are except by those who know little or nothing of "business and business principles." Those who think thus are ever prone, probably unconsciously, to value everything

in dollars and cents. With them men and institutions are something or nothing, according to their monetary output. With them a city is "on a boom" only when lots are rising in value and houses are multiplying. Their ideal man is a millionaire and their measure of a nation's prosperity is along lines of railroads, extensive mines, palatial residences, boundless commerce and vast interests.

Probably the most lamentable characteristic of our times is the subordination of high ideals to a morbid practicability. The infinite energies of the soul have no higher end than to accumulate property and keep caste in society. It is called a "practical age," and the age glories in the appellation. Parents send their children to school to get a "practical education," and responsive to the demand colleges are establishing "bread and butter courses," and thereby augmenting the tendency to measure things by their commercial value. Men are leaving the higher callings of life because they are less lucrative than the lower. The phrase, "a successful man," is now almost universally understood to mean a man who has succeeded in gaining and accumulating money or property. The time was when a faithful public servant, who had worn out his life in the study and pursuit of the true and enduring good of his country, was honored above all men, but it is to be feared that he is now most honored who has best "feathered his own nest." The fruits of this perversion of human powers—this turning of the mind to property as to something nobler than itself; this idolatry of materialism—are to be seen in the monstrous evils that are deforming society, corrupting the courts and defeating the chief ends for which governments were established. The almighty dollar, when enshrined as the highest end and object of human endeavor, is a seed whose awful harvest is trusts, commercialism in its worst forms, and plutocracy with its long line of unspeakable evils.

Now, do not misunderstand me. Practicality as an end, and not practicality as a means to an end, is what I deplore. Money may be a valuable help in promoting every good cause. But in proportion as money accumulates without higher ideals in the same ratio do men and society decay. A system of education which exalts money-making as an ideal and ignores the need of wider ideals, both in intellect and character, will never train a race of free men. Material prosperity is a public benefaction only when it serves to uplift the masses and helps to make them independent and self-supporting. A wise and wholesome prosperity is that which promotes individual development, secures equality of opportunity to all, fosters a spirit of obedience to law, upholds the integrity of the courts and regards and treats politics as the application of great unchangeable principles to public affairs, and not as the tactics of a party for gaining power and the spoils of office.

The majority of our Southern people are poor. The descendants of men whose homes were once the seats of comfort and elegance find it hard to pay the butcher's bill, to keep out of the tax-gatherer's clutches and pay merchant's profits—parents and their little bare-footed children are regular drudges and spiritless toilers from morning to night. The stock exchange, disclosing the large gains of business men, is not always a true index of a people's prosperity. Along with the footings of the clearance house should be placed the corresponding losses or small earnings of those who labor at the work-bench and the plow. The true history of a nation is not a record of the achievements of the great and rich, but it is an account of the humble doings of the vast multitude who toil at the blackboard and the font, in the fields and mines, before the furnace and behind the guns. Every one must know that the endurance, utility and glory of a building are due far less to the splendor of its finish than to the strength of its foundation. One of the most favorable features of our times is that this view of civilization is being shared more and more by the wealthy men of America. Peabody and Vanderbilt, McDonough and Carnegie, Tulane and Hill, and a number of others have set noble examples in contributing largely of their means to the betterment of the race—to the inauguration and multiplication of efficient agencies for reaching, awakening and calling forth the best interests and highest powers of all classes. It is to be hoped that their generous and patriotic conduct is prophetic of a diversion in the stream of civilization from the hard practicality of our times to the creed of Him who "maketh His sun to rise on the evil and on the good and sendeth rain on the just and on the unjust."

We are indebted to business men in general for much of what we enjoy, and I would not belittle them nor undervalue their work, but it is not they who have most elevated the hopes and ameliorated the condition of mankind. Indeed, the men and women in all ages who gave strength to the foundation and splendor to the construction of civilization have been of those whom the business world regarded and stigmatized as dreamers.

Our new country has grown unprecedently in territory and population, commerce and internal improvements. In all the elements of national greatness we have surpassed the Roman Empire in her palmiest days. This material prosperity will continue or decline, will prove a blessing or a curse, according as it is, or is not, directed by an enlightened patriotism. Unless dedicated and consecrated to the development of the highest ethical qualities and the acquisition of our intellectual inheritance, its very splendor and intensity will precipitate the dissolution and destruction of our free institutions. In any event, the time will come when our stately buildings will crumble into dust, when New Orleans, Chicago and Washington will

take their silent places with Hium and Palmyra, when, as in mockery of human grandeur, the lizzard will sport and the owl will revel in temples now resplendent with all that invention can suggest and wealth provide. Is there nothing in the present age that will defy the remorseless tooth of time? Yea, verily. Whatever is born of a "nobler creed and a wider charity," however assailed and throttled by human selfishness, will eventually cut for itself a deeper and broader channel until the rill becomes an Amazon. Selfishness and cynicism are the handmaids of materialism, which, however admirable in some of its features, carries in its own bosom the fires of its own destruction. "I pity the man," says a great writer, "who makes a little garden for himself, well out of reach of the sunshine of human love and the rain of human tears, and has rolled it with heavy and lifeless philosophy, planted it with bitter herbs and actually believes that that little back garden is the whole world." Faith, hope and charity open to mankind a wider vista. These are the germ, the soil and the fertilizer of the loveliest flowers that bloom in the paradise of civilization. He was no less a philosopher than a theologian who said: "Now abideth faith, hope, charity, these three; but the greatest of these is charity." There is a healing power in faith of which the world but little dreams, even the faith which human beings have in one another is the basis of all society and business; there is a healing power in hope, even the hope of better things is the mainspring of all human endeavor; but there is a greater healing power in "the charity which endures when hope has been destroyed and faith has been shattered." The most valuable things in life are not always that which the mind finds, but they are more often that which the mind seeks and the heart finds. The mind may seek, but the heart alone can catch the stream of sweet affection as it winds its way through humble life. The mind may seek, but the heart alone can discern "the ties that awaken sympathy with the race and sorrowful and indignant sensibility to its wrongs and its woes." Enlightened minds and cultured hearts are the great forces of civilization; and the lessons of a "nobler creed and a broader charity" are more lasting than bronze and marble, stronger than armies and navies and more valuable than gold and silver.

In conclusion, paraphrasing a statement by President Elliot, the great end of our being is not that we should be money-making machines, or promoters of physical comforts, or furtherers of the general prosperity of the country. All these things may be included in our living, and some of them may form a very noble part of it. But beneath and behind them all we are ourselves, and if in that more hidden region we are devoid of the true forces of life, both we and our works will ultimately be insignificant. Now, there is noth-

ing that so sways that inner life as one's ideals. As the clinging vine reclines on the oak and partakes of the peculiarities of its conformation, so do our characters cling to, and get inspiration and constitution from, our ideals. High ideals beckon us on and lead us up to higher life, while low ideals beckon us on and lead us down to degradation, and this is true alike of men and nations. Thus high ideals have ever led the world onward and upward through all the ages and given every glory to the crown of human achievement.

ADDRESSES AND DISCUSSIONS.

THE HIGH SCHOOL.

BY PROF. P. P. CLAXTON, UNIVERSITY OF TENNESSEE.

Professor Claxton spoke extempore, and said in substance:

The high school question is now one of the most important educational topics in the South. There is but one public high school with a separate building for that purpose in North Carolina. There are probably twelve or twenty with instruction through the tenth grade, but these can not be said to be high schools. In Mississippi, with only a comparatively few white people and a large negro population, they have done much better than the other Southern States, for they have some fifty-five or sixty public high schools.

The day has come when all children should have the opportunity to get a high school education. Just as our grandfathers needed to learn the rudiments of an elementary education, our children to-day, in order to keep abreast of the times, must have the elements of a high school education. As our territory expands, we are in greater need than ever before of high school training.

In the early days of the nation, we were an agricultural people, with long distances between farms, but another day has come. The railroad has diminished distances and made intercourse more easy. The country has become more thickly settled and civilization has greatly advanced. With all this change has come great changes in economic conditions; competition has become fierce, and the need for advanced education becomes daily and hourly greater.

It makes a great difference in the progress of a people whether, as in Massachusetts with 40 per cent in the high

school, or as in Saxony where all attend a high school, or as in the South where but a comparatively small number ever receive any higher education. In this age any section or people below the average of intelligence must be the slave of the more favored section or people; that is, they must do the muscle work. Now, muscle work is worth but \$300 a year, while the scientifically trained man is worth from five to twenty times this. We must follow the example of Massachusetts, Missouri, and the other States and countries that are in the lead in this matter.

The next question is, how to get them. First, we must be content to establish one, two or three in a county, and we must be willing to pay liberally for them. These schools should be prepared for scientific work, with good laboratories for work in chemistry, physics, biology, etc. There should be an agricultural and a horticultural department in each, where soils are studied, and another where the chemistry of food is taken up by the girls, and other household economies. In other words, the high school must take hold of the lives of the people. It must deal with their problems—grow out of their conditions.

The establishment of such high schools would, in a large measure, meet the problem of supplying better teachers for the elementary rural schools, and in addition they would become feeders to the colleges.

DISCUSSION.

BY DR. THOMAS P. HARRISON, DAVIDSON COLLEGE, N. C.

"Professor Claxton has shown you the need for high schools, and has told you what high schools ought to be. He has painted for you an ideal toward which to strive, but which we in the South can not hope to attain for many years. I shall endeavor to point out certain ways in which we may go immediately to work to improve our high school system as it exists to-day."

The speaker then specified the functions of the high school as two: First, intellectual discipline and training, either for begin-

ning the life work or for entering college; and second, the training of character. These two objects are best accomplished, first, by the high school "keeping to its own track"—not encroaching upon the functions of the primary school on the one hand, nor upon those of the colleges on the other. Let high schools make definite their work, then do it thoroughly. The second requirement for doing good work is close, personal contact between master and pupil. This necessitates comparatively small high schools. The greatest output from any high school in the South was from the school of Rev. Moses Waddell, at Willington, in Abbeville County, South Carolina. From here came a group of remarkable men, among them Langdon Cheves and George McDuffie.

The proper moral training of the boys, the speaker continued, makes small high schools necessary.

It is precarious to send a boy under fifteen away from home influences. Experience proves that this is fraught with great danger. The alternative is to leave the boy at home and bring the school to him.

In conclusion, Dr. Harrison urged the establishment of high schools in all towns, by private means, if necessary, until the public can be educated to support them. Where the towns are large enough establish two—one for boys, one for girls; where the towns are small establish one for both boys and girls—a coeducational high school. Employ to conduct these schools thoroughly equipped teachers and pay salaries large enough to induce the best men to go into this work. This much we can do now; we can then reach forward by degrees to the ideal schools that Professor Claxton has described.

DR. D. B. PURINTON, PRESIDENT WEST VIRGINIA UNIVERSITY.

We have listened with interest to two admirable pleas for the high school. I would add two simple words—one concerning its function, the other concerning its curriculum.

First, then, it is one of the leading functions of the high school to give self-realization to the student. In the primary and grammar grades children are largely treated in the mass and as gregarious beings. Personality is not so much emphasized. But the personal equation is recognized in the good high school. In almost every case the time of intellectual awakening comes to the student in high school, if it ever really comes at all. What this means to the whole intellectual life is absolutely incalculable. This thought is beautifully brought out in that charming little book, "Emmy Lou," which, I take it, every teacher present has enjoyed reading.

My second word refers to the curriculum. I should prefer to say *curricula*, for at least two are needful—one to prepare for college, the other for life. So long as only one out of ten of the high school pupils ever enter college, it is wrong to make the interests of the nine-tenths yield to those of the one-tenth. Nor is it safe to break down the high school curriculum altogether, as is the present tendency in New England and elsewhere. The extreme elective system in college is projecting itself backward into secondary schools and is seating the callow youth of 14 years at a rich educational feast and leaving it to his untutored whim whether he shall taste of a hundred viands or satiate himself upon one or two. This is a thoroughly unsafe procedure in which we of the South at least can not follow even such illustrious educators as President Eliot and others of like standing. Hence the high school curriculum must remain, and must be, duly elastic to suit the prospective college student and the non-collegian as well.

Dr. W. W. SMITH, of Randolph-Macon, said he was interested in five high schools. The Commissioner of Education reports that only eighteen and a half (on the average) students went from the high schools to the three hundred colleges competing for them. We must arouse interest in the high school and greatly increase the numbers in high schools. I am working for a number of church schools. Some people believe these are sectarian schools and deery them. If they would investigate they would find that their prejudices were unfounded. The Church has led in the cause of human advancement and all the great colleges—Harvard, Princeton, Yale—rose from the Church. The Church led the State in the work of education and denominational colleges made no difference between sects.

In a high school in a place of 25,000 inhabitants—Lynchburg—last year two boys and sixteen girls were graduated. This is the reason colleges don't get material from the high schools and the girl's colleges are overflowing. The boy who has no education has one chance in a hundred and fifty thousand to attain distinction; a common school graduate four times that chance; the high school graduate twenty-three times that opportunity. In view of this have we not a right to demand of our people who are depriving their children of rights in not providing high schools to provide them? We must reach the hearts and consciences of our people. We are in competition, as Professor Claxton said, with the world; our children must be prepared for college.

PROFESSOR CLAXTON said that Tennessee had begun the solution of the high school problem by allowing a levy of 15 cents on the \$100 of property by the county and such other appropriation from

the general county fund as it wishes. This has been done by several counties.

PRESIDENT NICHOLSON said it was generally known that Thomas Jefferson was the founder of the public school system. He favored three grades—the common schools, the parish schools and the colleges. We lack correlation in the South—too much conflict. One school teaches what another should teach.

THE CO-OPERATION OF HOME AND SCHOOL.

BY MISS MARION BROWN, VICE-PRINCIPAL HIGH SCHOOL, NUMBER THREE, NEW ORLEANS.

The co-operation of home and school can not become effective unless each party to the contract does its part faithfully and understandingly.

When home and school are in harmony, the effect on the pupil's work and conduct is wholesome and energizing; the consciousness that pranks, disobedience and poor work will not be countenanced at home, passively or actively, has a wonderful effect in toning up the mental and moral constitution of an idle or a mischievous child. The teacher, feeling authority and action sustained and approved, brings to the work of instruction and discipline firmness, gentleness and the serenity of "a sure foundation." From the home, this co-operation should be active and strongly expressed. The co-operation that sends children to school with clean clothes, sufficient slate pencils, and in time for the first bell, yet chuckles, openly or secretly, over evasions of rules or discourtesies, or tells, for the delectation of the rising generation, the defiance and outwittings of the teachers of their own youth, is a co-operation of the letter with a spirit "deadlier than Hector."

Twenty-five or thirty years ago there was comparatively little discussion of this question. Teacher and parent were

members of the same community, had frequently been school-mates, were fellow citizens with very similar social and educational ideals.

To-day, communities have changed their complexion, from being predominantly Anglo-Saxon, they have become tinged with a large foreign element, if not thoroughly cosmopolitan. A teacher to-day may find a school of every possible mixture of nationalities, or of racial mixture in the individual; little representatives of homes where parents have the ideas and language of the "Old Country," are usually uncomprehending of American aims and ideals, and frequently opposed to education. Between the teacher and these homes there is—not "the bloody chasm"—but a chasm, wide, deep, dangerous; there must be a bridge by which the thoughts of teacher and parents may cross over the heads of the children.

Again, the teacher is often an importation, and must become established in the educational and social life of the community.

Further, educational ideals and practices have undergone such changes that parental help is often only a hindrance, recollections of school experiences a stumbling-block; right here is the source of much of the carping directed toward the schools of to-day.

Webster defines co-operation as the act of operating together to one end; to act or operate jointly with another or others. Hence for co-operative there must be, first of all, *a common end*.

2. Parties co-operating must have a *clear understanding* as to the common end.

3. Parties must be about equally imbued with a desire to reach the common end.

4. There must be natural confidence in motives and methods of co-operation.

5. There must be a clear understanding of mutual relations in the achievement of the common end, an understand-

ing that leaves each party untrammelled to work out his own converging line with abiding faith in his ultimate success.

In the cooperation of home and school, of parent and teacher, there is a common end, the children, their welfare, progress, health, happiness. Home and school are complementary factors in the evolution of the individual; both strong and working together, the outcome is an individual effective in all relations of life; if of unequal strength, certain elements are lacking, and the individual is more or less conspicuously deficient in some of the qualities that make life effective and happy; both weak, the end is easily foretold.

From birth to six, where the kindergarten does not stand with open door, the home has the child, mansion or tenement, street or library; from six to whatever time the child takes upon himself the role of adult by leaving the parental roof, or by becoming a wage-earner, eighteen of the twenty-four hours belong to the home, which represents shelter, food, clothing, nurture, affection, pleasure. When life becomes complex, the home can no longer take all charge of preparation for adult life, and here the school-master extends the hand of fellowship, and, by a carefully studied procedure, based upon certain principles, broadens and systematizes the work begun in the home. This teacher is something more than a delegated parent, by virtue of the charge confided to him and voluntarily undertaken by him, the teacher has certain inherent powers and duties that do not conflict with those of the home, and should be so clearly understood that violation or infringement thereon should never come from the other party to the contract, the home; further, the teacher should so understand his powers and duties that he is punctiliously careful to in no way infringe, by look, word or deed, on those of home; for, strange to say, the home is, through parents and children, very sensitive in its feelings, and has not yet shaken off all traditions of a time when parental rule

was the law of the land. A parent has control over the life, property and action of the child only in so far as such shall be for the good of the child—so say our laws in no uncertain terms.

The common standpoint, interest in the same children, is a link strong enough to hold nations together, sacred enough to make the "whole armor of righteousness" necessary. For a mutual understanding of methods and motives, parents and teachers must meet, primarily as parent and teacher, then as fellow-explorers in that undiscovered country, a child's heart and mind.

When do parents and teachers meet? How many of the parents of children attending your public school have you met individually? Passing through the streets, of the fifty or sixty children in your grade, how many parents do you recognize? How many parents know, even by sight, their children's teacher?

Parents pass the school gates (1) when the first child enters school; (2) to make a complaint; (3) to express their satisfaction with the child's work; (4) when there is some sort of show or festival; (5) at parents' meetings.

A large proportion of parents know little or nothing of the sanitary conditions or conveniences of the building in which their little ones pass nearly half their waking hours. Many mothers are within the school precincts for the first and only time when their first child begins its school career, the elder children or a neighbor performing the office for succeeding applicants. Even here the interview is usually confined to a few moments of routine questions and answers by a much-beset principal or teacher on the most harassing days of the school year.

The rest of the session, the parentage of the district seems to consist of irate fathers, and aggrieved or distracted mothers. Our inharmonious visitors! Their name is legion, with grievances from shoe-strings to fights, from spelling to

copy-books. We greet them with a sigh, a prayer for "the tongues of men and angels," and a voiceless invocation to the God of Battles, for many a time it is a battle with ignorance, parental laziness or prejudice, a battle for the child's right to the training that shall make the best of him.

Unfortunately, few parents feel called upon to express personally their satisfaction with their children's work, or to ask in friendly fashion for information on methods or course of study. If parents would only form a society whose chief article should be to find the good points in their children's teacher and school, there would be given to the work of the teachers in our public schools, an impetus to which the most scorching "letters from the people," or dynamic editorials would be as zero to infinity.

The various school exhibitions or special days are intended to bring parents to the school through interest in the children. Who comes? The parents of children taking part, hence, usually in commendatory mood; the parents of children not taking part, but, from the parental opinion of their superior abilities, entitled to leading roles, these come in carping mood; and a very few from a real interest in all that concerns their children's education. In the many conflicting claims on the teacher on these occasions, what opportunity is there for real intercourse or business conference?

Other means must be found to bring parents and teachers together, or the gulf will slowly and imperceptibly widen. Somehow the parent must meet the teacher as teacher in the teacher's own domicile, the school. Parents' meetings are one mode of accomplishing this end. Invitations, as to any other social function, may be sent in the name of the faculty, to the parents of the district, for a reception at an hour that does not conflict with meal-time or domestic duties. The children take pride in delivering these invitations: though sometimes it has been necessary to explain that there will be no tale-telling by the teacher. Some music and recitations,

a cup of tea or a glass of lemonade, and a wafer, go far to break up the formality of the first meetings; it is astonishing how confidential we can become over "the breaking of bread." Here the children learn other lessons; that they are not the only ones whom the school concerns; and helpfulness is inculcated when John has to mind the house, or Mary keep the baby, while mother goes to "the teacher's party."

"The teachers' party" can come to be regarded as a social event to which every self-respecting member of the school community must lend his aid. To the parents, the occasion is pleasurable, through the feeling that they are helping their children by the insight they can give into temperament and tendencies in exchange for information as to progress or deficiencies. Parents, particularly in the larger towns, are comparative strangers, and are often glad to know, even by sight, the parents of their boy's chum, or their little girl's special admiration. Here also teachers can informally obtain needed information about pupils, and find opportunity to give hints about study, hygiene, etc.

Most of the troubles with the home come from misunderstanding of the teacher's motives or directions, based on misstatements made by pupils. Children misstate from lack of understanding, from heedlessness or through desire to screen themselves from the consequences of some misdeed; hence, these meetings, through the opportunity they give to put parent and teacher on a friendly basis preventive of future misunderstanding, can do much to arouse confidence in the ability and character of the teacher.

We have mentioned mothers' meetings because mothers can give the time and, from their closer contact with the children, will be more responsive to the call, but parents' meetings is a better name, for the fathers require more arousing than the mothers, and we teachers need their aid and cooperation. These gatherings should broaden out into parents' clubs, permanent organizations, with a fixed time of

meeting, officers and a programme whose leading subject should be some phase of school work, talks on the care of children, etc., or, where the organization is ready for it, systematic reading and discussion of such books as "A Study of Child Nature," by Harrison, or "Children's Rights," by K. D. Wiggins, or some similar work, interesting but not technical.

Sometimes an invitation may be issued to a special exhibit of the work of each child. Here the teacher has opportunity to point out progress or to ask explanation of individual peculiarities. I know one principal who, after vainly petitioning for modern and comfortable furniture, took this plan to get the mothers to the school, and incidentally found occasion to point out the difficulties under which the children were laboring. At the next meeting of the School Board new furniture was ordered for School, No. Recently, in one of our schools, the mothers' club did all the work of getting up and taking charge of an entertainment for the benefit of the school library fund, the teachers only preparing the children for a pretty little programme that was one feature of an entertainment that cleared \$450.

Parents are becoming more and more inclined to shift to the schools all the responsibility for the child's progress. While the school should take the greater responsibility, the home should feel that the degree of application depends very largely upon parental emphasis. With abolition of home-study in the lower grades many parents have felt themselves absolved from all care, and, no longer experiencing, through their children's effort to overcome, or their own difficulty in holding their children to work, some measure of the teacher's troubles, have become too ready to ascribe their children's shortcomings to the teacher's incapacity or "partiality," rather than to their children's deficiencies or indolence. To restore the feeling that the home must do something more than provide the necessary materials, and drive the unwilling

to school, to reestablish the connection that is almost lost, it will be well, before real home-study becomes necessary, to give, even to the lowest grades, some one little thing to be done at home—a little memory gem, a few words to be copied from reader or spelling-book, a table to write, something which makes the parent feel that he must see that the required preparation is made or the home bear the stigma of parental indifference or incapacity.

Statistics show that the average length of school life in the United States is a little over three years; that, somewhere between 10 and 12, the majority of the children in the public schools leave permanently, or for long intervals, leave to go to work.

The question of child labor is the coming question for our teachers—a question in the solution of which the life of the nation is involved. The lawyer may look out for the civic side, the physician for the sanitary conditions, the clergyman for the religious life, but to the teacher is confided the children, their systematic preparation for adult life. Parents, the community, must feel that, on all that concerns child life, the teacher speaks as one having authority, as one whose knowledge embraces every phase of the question, social or economic, a knowledge combined with a love of childhood that gives insight into the future of each child and of all childhood.

This question of child labor has hitherto been so far from us of the South that we have heard with proper horror the tales of the New England mills, the Pennsylvania mines, the New York sweat-shops. The South is rapidly changing from a purely agricultural into an industrial section. Every small town now points with pride to its factory. Industrialism is the cry. Do you know the children of the mills? Have you seen them on the street at nightfall, pallid, noisy, foul-tongued, incapable of play? Have you seen them coming, at early morning, from the night-shift, heavy-eyed,

listless, profane? Have you watched them grow into adult life, undersized, misshapen, consumptive, turbulent, stunted in mind and body, every hope of a future generation sanely intelligent and sturdy sapped by the dust and damp of factory or mine?

While industrial conditions may push some children out, every childish hand pushes out a needy woman who must work for her own bread or for her fatherless children; every childish hand at the wheel snatches just so much from the wages due some man's family. In a few cases, parents whose little children work are really unfortunate, but, in general, they are lazy, prodigal or avaricious, regarding children as property from which to get the greatest financial return at least outlay. The physical welfare of our slaves was of moment; these poor little child slaves, alas! are far less cared for by those responsible for their lives, and the State, to save its future citizens, must guard them through factory laws and factory inspection. Sit not back and say this concerns only the larger towns. It is coming to concern every locality in the South. Are there no little children working on the farms or in the homes when they ought to be in school? Why is the adult rural population frequently so dull and unprogressive; why the slouching gait and vacant look? Because the environment is "of the earth earthy," from the utter lack of mental resources arising, not so much from limited educational advantages in youth as from inability to avail themselves of the intellectual seedtime. School terms are shortest in the districts where the proportion of educable children attending school is smallest.

Parents should be brought to realize that the more educated, the more intelligent the individual, the more skilful the workman; that physical strength is sapped by too early application to long hours of continuous work. Listen not to the siren song, "Johnny can go to night school." No child under 14 is capable of two or three hours of profitable

evening study after eight or ten hours work. It is these younger children that are the nuisances in the night school. Make yourself thoroughly familiar with economic questions, the wages and educational characteristics of skilled workers; investigate the careers of workers entering factory or store at an early age. Above all, gain the confidence and liking of parents and children, make them feel that you have a personal interest in the family; then bring the economic side down to their comprehension, exemplifying every text with concrete instances. Make, by arousing the community sentiment, a strong feeling against child labor as wrong, unwise, and an imputation on the power or will of the head of the family to do his duty by his little ones.

In placing a teacher in charge of a school, parents declare through the school authorities, that "the school is the home of education," the connecting link between the guarded life of affection in the home and the rough-and-tumble life of the world, the social arena for young aspirants to civic and moral freedom; therefore, the presiding spirit must be courteous, courageous, loving, considerate of the social, religious and personal predilections of the home in so far as they do not interfere with the order and purpose of the school. With "Our Children" blazoned on their banner, home and school should march side by side,

"With honor to the heart of love,
Honor to the peaceful will,
Slow to threaten, strong to move,
Swift to render good for ill;
Glory crown their end."

PHYSICS TEACHING IN SOUTHERN COLLEGES.

BY W. LECONTE STEVENS, LEXINGTON, VA.

In the administration of a college, or of any single department in it, there is always a conflict between popular demand and what the teacher thinks to be best for the interests of his students. No man can be much wiser than all who compose that vast assemblage called the public. Yet it would be quite safe to say that teachers, as a body, are better able than the general public to reach reliable conclusions regarding possibilities in education. Nevertheless, the influence of the man of affairs has been of the greatest importance in developing a distinctive character for American education. Nowhere in the world are educational aims so direct as in America, and nowhere else is mere scholarly erudition without aim held in such small esteem as among the intelligent part of the public in our country.

Twenty or thirty years ago a young man who had taken his baccalaureate degree in America found it greatly to his interest to go abroad and take a higher degree in Germany, or France, or England. But now some of our English friends, particularly those whose interests are centered in scientific education, are bewailing the indirect methods prevalent in English universities, and are pointing to American universities and technical schools as models. The young American in Germany finds himself at first woefully lacking in the kind of scholarship demanded for a higher degree. He has unlimited freedom to study anything for which he may be fit, but no freedom to seek the most popular culture that the American college affords—that of the foot-ball field. He adapts himself soon to his new surroundings, selects a subject for a thesis, learns the virtue of thoroughness and acquires habits of mind that are conspicuously exemplified by the distinguished German scholars who are honored and

sought for their scholarship. He comes back to America possibly with a temporary bias in favor of German ideals, but soon again adapts himself to American surroundings; and if he becomes a college professor he labors to unite German thoroughness with American directness.

The distinguishing characteristic of American educational ideals then is directness. It is what President Jordan has called "the democracy of the intellect." Every student must have a fair chance for development along the lines that he is naturally best fitted to follow and must go straight to his goal. Americans no longer demand education primarily as a badge of culture by which the exclusive gentleman may be differentiated from the man of the people. The object of education is the development of intellectual and moral power. It is not the maintenance of an artificial basis of aristocracy, or the display of erudition apart from the value of this to our fellowmen. The educated man must have a practical and living acquaintance with the principle of the conservation of energy. He must know not only what ends are for him the most worthy of attainment, but what means must be applied for both directness and thoroughness of attainment.

We in the South are everywhere credited with extreme conservatism; and it is natural that Southern colleges should respond to Southern popular demands. But our conservatism has not been so great as to maintain to-day the ideals of educational respectability that dominated our colleges before the civil war. Those ideals developed such splendid specimens of Southern manhood as John C. Calhoun and Robert E. Lee, but they failed to do the greatest good to the greatest number. The reaction from them has been widespread, and we are in no danger of returning to them. The popular demand is now for utility even at the expense of training, for liberty of election in all college work, for "practical" courses that may help the student at the earliest day to the attainment of a livelihood.

The personal influence of the teacher is quite generally directed against this popular demand, sometimes as the result of conservatism, but more frequently because the teacher who comes into direct contact with his pupils must study the formation of character more than the bread-winning value of his subjects of instruction. The utilitarian tendency is emphasized most in that class of topics to which is conventionally applied the name science. That department of science which, at least in its elements, underlies all other departments is physics. If this be taught with reasonable thoroughness it involves much application of mathematics and much training in the laboratory. It is capable of being made an admirable means of discipline, quite apart from the relation borne by its subject matter to the practical affairs of modern life. No student can undertake physical laboratory work without soon learning that if he is afflicted with any kind of intellectual dishonesty he is sure to betray himself. He learns that exaggeration is an intellectual sin; that assertion does not mean proof; and that on many subjects it is better to have no opinion at all than to dogmatize or to accept unproved opinions from our ancestors. No mere book knowledge can carry a student safely through a course of physical laboratory work. His power of observation must be cultivated, as in all laboratory work whatever; but in the study of a physical problem exactness in thought, in statement and in work is indispensable. The student must become his own severest critic, if for no other reason than self-defence. Intellectual discipline and moral discipline thus go hand in hand.

The scientific teacher is the man who has the best opportunity to appreciate the moral effect of good scientific training upon the character of the student. This aspect of science as an element in education is not apt to meet with much consideration among those who are engrossed in the struggles of business or the business of politics. It has nothing in common with utilitarianism.

In order to give training in exact science and to inculcate the spirit of truth by means of it we must have students to teach and the material equipment which such teaching implies. With the passing of the old prescribed college curriculum and the substitution of a wider variety of courses from which the student is free to make his elections, has come the temptation to seek a degree along the line of least resistance. There is much demand for easy courses and indulgent professors. For students fresh from the preparatory schools unlimited freedom of election is rarely ever a wise concession. Such schools at the South do not often give instruction in exact science. On entering college the student may elect physics if he has the mathematical preparation requisite for a college course in this subject, but the general disposition seems to be to avoid as much as possible those courses which involve the application of mathematics. From an examination of the catalogues of a well-known Southern institution, where the elective system has been in operation with very little restriction during the last thirty-five years, it is found that during this interval the number of elections in chemistry has been more than double the number in physics. The number studying mathematics has been relatively large, including nearly half of the number annually registered; but at least one year of college mathematics is prescribed for the baccalaureate degrees in both science and arts. The mere fact that physics implies the application of mathematics is sufficient to frighten off most of those whose tastes are not specially mathematical.

Among the college entrance requirements prescribed by the Southern Association of Colleges and Preparatory Schools is included one year's work in physical geography, or physics, or chemistry, or botany. Here are four alternatives on paper. But in reality the first of the four is the only one worthy of serious consideration, because the others are practically excluded by existing conditions.

At the South the preparatory schools offer little competition in any department of science, whatever may be their grievances against the colleges for failure to maintain reasonably high entrance requirements in languages and mathematics. We have few universities at the South that can command annual resources equivalent to the interest on two millions of dollars. We have scores of so-called colleges that in equipment are surpassed by scores of Northern high schools.

Let us frankly acknowledge our limitations and let our real colleges openly do for their lower classes such work in science as might be called high school work in places where concentration of wealth enables the high schools to gather equipment equal to that possessed by our colleges.

Accepting then the conclusion that the majority of students will avoid college mathematics, whether pure or applied, if they are free to do so, the teaching of physics in Southern colleges must be adapted to two quite separate classes of students. One consists of those who can be induced to study the subject in an elementary way for the sake of the culture it affords and the general information thus received. The other consists of those who have distinctly mathematical tastes, or who need the knowledge of physics for application in engineering.

Much might be said about laboratory methods, but the development of this branch of our subject would cover too much ground. We of the South, in college as well as in high school, are compelled to be content with only such equipment as moderate resources can procure. But in the laboratory, as everywhere else, "where there is a will there is a way"; and a vigorous teacher is always greater than the artificial means placed at his disposal. Whether physics is taught from the standpoint of culture or of utilitarianism, the teacher's individuality is the final and controlling factor.

DISCUSSION.

DR. BROWN AYRES, of Tulane University, said in part: That up to the time he was called upon to serve on the Committee of Ten he looked upon science teaching entirely from the standpoint of the college professor. He used to think that physics should not be taught below the college on account of poor teachers and poor equipment, but after his meeting with the other members of the committee he changed his mind on this point, because there are so many persons who never attend college.

The high school of to-day is not a college feeder; consequently, at the conference of the Committee of Ten he voted in favor of physics for the high school.

Dr. Ayres said one of the difficulties was that most text-books seemed to be designed to excite curiosity rather than thought on the more important principles. Electricity and magnetism occupy too much space in texts. He would recommend books having a minimum of application of laws in electricity.

The great difficulty in the teaching of physics is its generality. Sufficient experience can not be given in the laboratory, so it is better to concentrate effort on principles and laws based upon working experience.

Dr. Ayres thought the average student would derive more benefit from a study of the laws of mechanics, machines, gravitation, work and energy and falling bodies than from such a study of electricity and magnetism as is likely to be gotten in the average high school.

The great difficulty is to get competent teachers. Many times schools are fitted up with expensive laboratories and cheap teachers. It is much better to have a good teacher and no laboratory, for he can make his apparatus.

The speaker then said that Professor Claxton had called attention to the fact that nine out of ten boys never attend college. But these nine boys need tools of thought with which to work out the problems of nature and life just as much as the one boy who attends college. Then the question arises, Can we have a high school course at once educational and utilitarian? Dr. Ayres thought the boy who goes to college will be better prepared if he gives his time in the high school to a study of facts and principles of physics which can be applied in every-day experience rather than to a smattering of many impractical subjects. More electricity can be taught the boy who comes to college ignorant of it than to the genius with his knowledge of batteries.

LOCAL TAX, THE HOPE OF THE SCHOOL.

BY SUPERINTENDENT S. H. EDMUNDS, SUMTER, S. C.

I agree with Emerson, when he says in his delightful *Essay on Compensation*, "The highest price a man can pay for anything is to ask for it."

This statement is but the reflection of the words of inspiration—authority infinitely higher than Emerson's—the first commandment given to the human race, "By the sweat of thy brow shalt thou eat thy bread."

While my subject, then, is the local tax, my theme is self-help.

In order to have schools we must have money; but why have schools? Because experience has convinced us that the public school offers the most expedient means of approach toward the American ideal—preparation for citizenship, development of manhood and womanhood.

A truth that is just as patent as these propositions is, the the more money a school district spends upon its schools, the more it will have to spend. There is no investment that compounds interest so rapidly as that which the district invests in its schools. With a statement of these propositions—each of which is a text for an educational sermon to the people, but in this presence, needs no argument for its acceptance—there arises the practical question of the best means of raising money necessary for the maintenance of schools in any district. It is in answer to this question that my theme and subject coincide.

Local taxation is self-help, and self-help has ever been, and will always be, recognized as the ideal of growth and development. Local taxation is intended to benefit children in furnishing means for the maintenance of schools; but back of this practical end, and above it, there is an ideal—the

cultivation in the hearts of a people of the virtues of self-reliance and manly self-dependence. It seems visionary to speak of the soul culture value of the local tax; but, if local taxation means self-help and self-help develops a spirit of self-reliance, and if through these virtues there arise self-reverence, self-knowledge, self-control, which, says Tennyson, "alone lead life to sovereign power," what is clearer than that when a people taxes itself for the benefit of its children, like Virgil's "Fama," it grows by growing and acquires strength by moving? By giving, it enriches itself, and thus is able to give more and more. It will not answer to maintain a school by private subscriptions, for this engenders in the giver a feeling of self-complacency, which means decay—and in the receiver sycophancy, and this means degeneracy.

Donations of outside philanthropists will not meet the demands of the case, for to obtain, one must ask—one thus pays the highest price and receives only a spirit of helpless dependence or grasping greed. I commend the attitude that offers to duplicate only where funds raised first by local taxation are not adequate. This serves but as an incentive, a stimulus, and does not render the receiver an insolvent debtor or a hopeless and helpless dependent. We are thus forced by the negative side of this question to adopt a positive solution; and experience has taught that the safest, soundest, best and only means of maintenance of the public schools is the local tax. In South Carolina we have recognized this truth for a number of years, and I congratulate our beloved sister State that she, under the direction of her wise Governor, her competent State Superintendent of Education and her educational leaders—whose name is legion—is now thoroughly awake to the sanity of this solution—to the merits of the question—so felicitously stated by our honored President—the local tax, the hope and means of the common school.

When Horace was about to lay down the pen that had made him immortal, it was not immodest in him to say "*Non*

omnis moriar," and as the reason of his immortality, he justly added, "*Eregi mei monumentum perennius aere*." His writings were the hope of an earthly immortality.

When one contemplates the possibilities of that system that successfully inaugurates, maintains and perfects a common school, one's imagination is staggered by the bright promises of hope that such a system insures; and a government that can justly claim that it has discovered such a system, may with no immodesty, but in the sincere outburst of victory, exclaim: "I shall not wholly die, for I have erected for myself a monument more enduring than brass." A monument! Nay, rather a countless number of monuments, for each child redeemed from the bondage of ignorance becomes a living monument and each little mind released from the thralldom of error becomes a star in its crown of rejoicing. Call this a tax! We are confused in our terms. Is it a tax when the investment measured solely materially yields more than an hundredfold? And adding to this the blessings that accrue to the recipient in his preparation for citizenship and to the benefactor by increasing its power for good by every enlightened soul that is added to its sons, the word tax seems a misnomer and it would be more appropriate to speak of the local privilege—a most precious privilege indeed for a community or district, to make annually an investment whose dividends in money, light and life are incalculable.

What is the ideal of education? What is its objective? Its ultima Thule? There can be but one answer to this question—the development of young manhood and womanhood. The greatest need of any country is a manly man, and the greatest need of any man is a womanly woman.

It is through education that these needs must be supplied, and we have established the fact that the means of education is the local tax. The local tax thus becomes the hope of our schools, the hope of our country, the hope of American manhood.

Aside from the holy influences of a Christian civilization, the result of true education is manhood. Apart from this result there is no argument in favor of public education; this is its one excuse for being. No sane reasoning would demand a grander result or a better reason. It is through the local tax, it is through this self-help, it is through the soul culture value of voluntary taxation that an American may hope to see above creeds and curricula the standard of manhood and womanhood. It is in the achievement of this result that the local tax is crystallization of a nation's hope; and, as we work, let our daily prayer continually rise: "God, give us men. A time like this demands strong minds, great hearts, true faith and ready hands. Men whom the lust of office does not kill; men whom the spoils of office can not buy; men who possess opinions and a will; men who have honor; men who will not lie; men who can stand before a demagogue and damn his treacherous flatteries without winking; tall men, sun crowned, who live above the fog in public duty and in private thinking, for while the rabble with their thumb-worn creeds, their large professions and their little deeds, mingle in selfish strife, lo, freedom weeps, wrong rules the land and waiting justice sleeps."

This prayer is the ideal of the local tax—its answer, the fruition of a Nation's hope.

CONSOLIDATION OF RURAL PUBLIC SCHOOLS.

BY ROBERT PAINE LINFELD, CENTENARY COLLEGE, JACK-
SON, LA.

In treating of this intensely practical subject, one is forced to adopt the theoretical and, in a measure, to refer to his inner conception of what should be, and what would be, were proper means adopted. Despite the fact that seventeen

states have tried the experiment, conditions render it something of a risk to each successive state or district that indulges.

The consolidation of our public schools in the rural districts is a future condition more vivid—so vivid, in fact—that its onward march can be noted from the distance. As stated above, seventeen of our federal sisters have engaged in the experiment and we of the South might reasonably conclude its adaptability to our section. The details of the plan, however, must be affected in great measure by variety of conditions. In the matter of inaugurating and conducting this reform in Texas or Georgia, or Arkansas we can not safely use the workings of the movement in New Jersey or Vermont or Ohio as our pattern. Our school economy is tinetured with a severe problem which permeates it in its entire makeup, and we must work out our own salvation, probably with fear and trembling.

The splendid corps of State Superintendents who have charge of our educational interests in the South is a guarantee of the adoption of every reform that insures better and larger instruction for the child, and of the preservation of every conservative feature that good judgment would interweave with the new. Be it said to the credit of the states of our section that they have attached to their several educational headquarters some of their strongest men, most successful economists and most far-sighted statesmen. To these men can safely be intrusted the inauguration and promotion of the reform which forms our subject. We have full right to whatever pride we feel in our several educational systems, facing, as we do, the stern and serious problem of racial education, with no motive except to do full justice and having no rich historical example to emulate and no experience to improve upon. I say, we may now for a moment stand aside, survey our work and rub our hands in gratification viewing the wonderful piece of mechanism which is our unaided pro-

duct. In many respects our work will admit improvement and our delight does not reach satisfaction. Where is the record of a national intelligence capable of dealing with such a problem as we have been facing and of bringing forth a more equitable and harmonious adjustment of conditions? If the framers of our franchise laws have found their burden grievous, how much more onerous is the load that has fallen upon those who have been engaged in the formulation of an educational system as just and fair to black as to white. And the adjustment can not be attributed alone to cold and calculating judgment or to an observance of the laws of political economy, for a higher view of the subject has obtained and it has required the profoundest of statesmanship, softened and mellowed by a Christ-like application of the Golden Rule, to lead us to this high point of excellence. Let it be remembered that our artisans have been put to the task of interweaving threads of the two opposite colors and the world has looked for a perfect fabric. That it contains flaws and, in some respects, sacrifices harmony for strength, surely no sane man can deny; but the omnipotent leading of a patient Father is rapidly bringing the people into the paths of peace and into a solution of the difficulties which have almost intimidated us. The smoothing of our wrinkles is within the provinces of pulpit, press and school and the task is about equally divided.

From the school toilers of the land is expected a great agency in the settlement and perfection of our educational affairs. Surely the schoolmasters of the South will be equal to the demand of their great country and can be depended upon to exercise as wise and judicious leadership without as within their walled-in petty kingdoms. Let the undaunted heroism, the high-born patriotism and the thorough-going statesmanship of the school room appear within the lists with its time-wrought consciousness of power, and our troubles shall quickly decrease. A study of the question of

consolidation has placed the writer very much in its favor and there appears little doubt but that it presents a solution of the present difficulties. No better use of time and talent can be made by the teachers of the land than the discussion of the plan and its subsequent inauguration, if it recommends itself. We have reached in our educational system the lookout mountain whence we may view the situation, let us see if the summit of perfection for us to reach is not the concentration of our schools. Let us not, my fellows, have contempt for the days of the old-field school and its puncheon seats, nor let us repudiate their finished product. Ill would it become us to despise the steps by which we have come to this day of eminence, nor can we of this generation of teachers ever hope to place our trade-mark upon a finer product than emanated from the log walls of the primitive schools. Tribute after tribute could not add to the glory of many of the men whose training was limited to such conditions. But let us place ourselves in line of progress and prepare for our children a better thing, even as the foresight of our fathers gave birth to our present advantages. If we do not take part in the great movement for consolidation, let us take care lest its impetus overrun our tardy selves, for be it known that some of us are not large enough to resist the momentum of a great progressive, altruistic movement. Several facts in connection with our educational affairs indicate the necessity for remedy and of these we mention only a few:

First. The scanty averages maintained by the majority of the public schools in thickly populated country communities.

Second. Meagerly equipped and poorly constructed buildings that wear the name of school house with which some of our rural districts are satisfied.

Third. The lack of sufficient teaching force to insure the results that should come in proportion to the State's outlay of funds.

Fourth. The heterogeneous character of work required of

the average teacher in the country schools and the impossibility of doing this work well.

These few troubles do not cover the entire ground, but were they all, they surely would justify heroic treatment, and in this case procrastination in the required treatment is nothing short of criminal. In this enumeration no mention is made of the tendency of rural population toward the towns in quest of better advantages—and this is purposely omitted as touching a different phase of social economy from that which engages the teacher.

Will consolidation correct these defects? The defects are drawn from real life and every practical teacher here to-day will recognize an old acquaintance in each of those enumerated above—they are matters of experience. But the remedy has become a matter of experience also, and in studying its probable effects let us accept the testimony of Mr. Clarence H. Matson, who, in *The Outlook* for December 27, 1902, says in part:

The chief advantages to be gained by consolidation are: First, better teachers; second, a reduction of the cost of education per capita; third, a better classification of pupils; . . . fourth, easier supervision on the part of the County Superintendent; . . . fifth, larger enrollment, larger daily attendance, and far greater punctuality, as all children are brought in by the transportation wagons by 9 o'clock in the morning; sixth, larger classes, more competition, and greater interest and enthusiasm among the pupils; seventh, better school-buildings, well ventilated and heated, and far better equipment; eighth, a short high-school course.

The high-school course, especially, is an important consideration. Under the old system, after a pupil has "gone through" the Fifth Reader, little remains for him to learn in the average district school. For further education it is necessary for the pupil to leave home and go to some town high school. This fact has caused many an American farmer to leave his farm when his children have arrived at an age when the district school could no longer benefit them, and move to the town or city, that his children might have better educational advantages. Rural consolidation does away with this necessity. It brings the high school to the farmer instead of compelling the farmer to take his children to the high school.

Reinforce these statements by the testimony of Superintendent Glenn, of Florida:

Professionally there seems to be nothing objectionable, and of the many advantages the following are the more important:

First—The teacher's work is so well organized that the average recitation period is trebled.

Second—The effort of the teacher is more effective by means of more adequate equipment.

Third—The health of the pupil is preserved in rainy weather.

Fourth—Truancy is wholly eliminated.

Fifth—The country maiden may continue her education without fear of molestation by vagrant vagabonds, and the youth prolongs his school days because he can progress.

Sixth—Average attendance is increased $12\frac{1}{2}$ per cent, giving a corresponding increase of school funds from the State.

Seventh—Many children, formerly so isolated as never to have access to any school, are now accommodated.

Eighth—One or two large families can not "freeze out" the teacher.

Ninth—The farmer and his family are more content with their self-sustaining occupation.

Tenth—Ethical culture is obtained free from the dissipations of social life as manifested in cities.

Thus we have the witness of men who refer to experience and whose statements we can not afford to overlook.

Visit with me an average rural school and we will find it housed in a plain, rough, carelessly-constructed building, with nothing to render it attractive and very little to render it comfortable. The teacher is a brave, industrious, conscientious woman with plenty of pluck and a good equipment of professional pride, but with a look that betokens life-weariness and continual draft on surplus vigor. She has under her charge the usual number of obstreperous urchins who, with the assistance of the community fault-finders, are gradually taking life and interest from her. Her curriculum covers eight grades with an average of four classes to the grade, making a total of thirty-two classes per day. In a daily session of six hours she can devote but ten minutes to each class and must, thereby, bear the brunt of public dissat-

isfaction promiscuously expressed and the wearing consciousness of superficial work. Such are some of her numerous drawbacks which are finally to tell upon the intelligent life of the state.

But visit this same teacher's domain after consolidation shall have wrought an adjustment of the deficiencies and inequalities. A modern building of five or six rooms, constructed with an eye to hygiene, comfort and utility, graces the scene. The children respond to the improvement in their surroundings, while the teacher rejoices in the return of color to her cheek and of interest to her activities. Her value to the community has quadrupled and the fact has invested her with a consciousness of usefulness and has meliowed her patrons with a sense of appreciation. Instead of struggling alone, she now enjoys the sympathy of three true yoke-fellows; pride commingled with confidence has transplanted in teacher and pupil the old feeling of isolation and heavy-heartedness.

Such is the change in aspect to the casual visitor, but what does it mean for the pupil? With each of his classes probably four times as large as formerly his competition and consequent activity are greatly increased and, greatest of all, he now receives at the hand of his preceptor just four times as much and as careful attention. His lessons are not dealt out to him in ten-minute rations, but each recitation period brings to him the dignity of a forty-minute drill. Such is the profit in the mere matter of time. Others quite as far reaching might be stressed, but the practical teacher has already applied the improvement to his or her thousand of school-room troubles.

Leaving, with this hurried treatment, the question of advisability, let us question its feasibility. As to the financial feature, draw again from the experience of Mr. Matson:

In the Lorraine school in Kansas, which was the experimental school of the State, the financial showing is not so good, owing to

the few districts which combined; but the advantages which have been secured through consolidation are so many and of such great importance that nothing could induce the patrons of the school to return to the old district system. When the four districts were first consolidated, only three teachers were required, but since the addition of a two years' high-school course another teacher has been necessary, so that the aggregate amount spent for the school is considerably increased over that spent on the old system. Notwithstanding this, the average daily attendance has so largely increased that the cost per pupil, based on the daily attendance, has been slightly reduced, as the following comparison will show:

	Before Con- solidation.	After Con- solidation.
Cost per year	\$1,091.00	\$1,791.00
Cost per month	167.69	238.80
Cost per capita of school population.....	1.27	1.70
Cost per capita on enrollment.....	1.76	2.15
Cost per capita on average daily attendance.	2.33	2.27
<hr/>		
Population (school).....	132	140
Enrollment	95	111
Average daily attendance.....	72	105
Average school year	6½ mos.	7½ mos.

Hear a second significant statement from Superintendent Glenn as to his Duval County plan:

There were, six years ago, in this county, forty-five rural schools of one teacher each, for white children, established by former administrations. The work of these schools in general was so unsatisfactory and the per capita of expense ran so high in many of them, that the present administration determined to reduce the number to fifteen schools of three teachers each.

In choosing sites for the centralized schools, the ones having the greatest number of school children within a radius of one and a half miles have been preferred. Five of these schools are now in operation, each accommodating the children of about sixty to one hundred square miles of territory.

Others will be planned and established as rapidly as funds will permit. The concentration of the children into these new schools is accomplished by means of wagonettes, specially designed for the purpose, and provided by the board of public instruction at public expense. They are of such capacity as to carry eight, ten, twelve, fourteen, sixteen, eighteen, and twenty pupils respectively, and cost from \$70 to \$100 each.

Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.50 per month each.

These twenty-seven conveyances enable us to close twenty-four of the old one-teacher schools, the current cost of which had previously been not less than \$45.50 per month for each.

Hence the transportation system now in operation produces a current saving of \$462 per month over the old method.

Taking from this \$225, the increase in salaries for eight assistants at the centralized schools, and there is still left a net saving of \$237 per month, which will pay for twenty wagonettes annually if the term be only six months.

Financially, therefore, transportation in Duval County is a very decided success.

As to adaptability, local conditions undoubtedly alter cases, but as to the financial possibility there is no reason why the experience of Kansas or Florida should not be ours in Alabama or Louisiana. But what if it means a larger output of public money or the levy of an extra tax, provided we secure a vastly improved grade of service and a more satisfactory output from our educational mills. The great Francis Wayland Parker said with emphasis, "Nothing that is good is too good for the child," and in our opinion in dealing with affairs that affect childhood cost is the slightest consideration. The degree of necessity and weight of good results should be ascertained and financial considerations subordinated thereto. It is not so much a question in the South of to-day as to what we are able to do for the children. We *can* do what we *will*. Our resources are outstripping our increase of population and what we have been investing in youthful minds is no index of our ability which increases daily. Our mighty courage in the darkness of the past is full and free guaranty of our power to do and the record of our arms and our forum is our writ of release from servitude to circumstances. Therefore, we boldly assert that if consolidation means more and better teaching for our boys and girls then consolidation must come, cost what it may.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH.

BY THOMAS P. HARRISON, DAVIDSON COLLEGE, N. C.

Twenty-five years ago the study of English began to receive special attention both in England and in America, and the discussion which the subject aroused has grown wider and deeper as time has gone on. Previously to the period mentioned teachers whose sole function was the teaching of English were rare in America and perhaps even rarer in England. Indeed, in England it was seriously maintained that the successful teaching of English in the universities was impracticable, because, forsooth, it was impossible to set a sufficient examination in the subject. The work of Professor Henry Sweet, Professor Skeat, Professor Furnwall, Henry and John Morley, and others has completely revolutionized the study of English in England; and in this country the work of the Johns Hopkins University, following the methods of the German universities, and the work of Harvard in agitating for the better instruction of those students who come up to enter college, led finally to the adoption of uniform entrance requirements in English.

Adopted first by the colleges of the New England States, and of the Middle States and Maryland, requirements are now uniform for practically all the colleges of the country.

Having settled upon a uniform course of study for high schools throughout the United States, this movement of the colleges for the betterment of English instruction would seem to have accomplished its end. The college men could then wait for those preparing students for college to do the work mapped out for them; the end of the deliberations and discussions concerning the teaching of English would appear to have been reached so far as the high school men were in-

terested. But is this the case? Fortunately not; for the final form even of entrance requirements has, I think I am safe in saying, not yet been reached. In fact, the preface to the latest book on the Teaching of English in Secondary Schools, by three distinguished teachers of the subject, makes the broad admission that the "aim, the scope, the subject-matter, the method of English teaching are still to be clearly defined and determined." Furthermore, having adopted the scheme of studies as a basis for entrance requirements, it is still obligatory upon the college men to interpret these requirements and to make clearer than the general directions do, the points upon which special stress should be laid. This double purpose, ladies and gentlemen, I have had in view in preparing to present this subject to you, first, to contribute my mite toward the better understanding of the entire question of the teaching of English; and, second, to interpret, as I understand them, the entrance requirements.

Your familiarity with the course of study in English prescribed for those who are to enter college renders it unnecessary for me to give the details of that course. The first glance at the list of requirements impresses one with a list of books for "Reading and Practice," another list for "Study and Practice." The old requirements—English grammar, rhetoric and the fundamentals of composition, spelling, sentence and paragraph structure, and intelligent, intelligible reading—seem to be given at least secondary importance. Let me say here that this impression is only partly true. The prominence given to the literature is due to reaction from the old system, which included no literature and gave exclusive attention to formal grammar. The prominence given to the study of literature under the new order has undoubtedly led to a neglect of the study of those phases of English to which attention was formerly given. The reaction from formal grammar has carried us too far; we now find students coming to college without any knowledge of English gram-

mar at all, and innocent of the most elementary principles of composition. Their spelling is perfectly atrocious. In calling attention back to these essentials, it is far from my purpose to minimize the value and importance of the study of literature in the preparatory schools; so far from it, I believe that the most important object effected by the movement for uniform requirements is the directing of attention to the study of literature in the schools.

Besides taking attention that belongs to other equally important parts of English study, the main danger that lurks in the prescribed lists for reading is making this literary part of the work purely mechanical. A school-boy studying *Macbeth* or *Julius Caesar* with an examination staring him in the face, is not likely to take great pleasure in the study, nor is he likely to catch the literary spirit of these master-pieces. He is more likely to become entangled in a maze of details and to lose all literary appreciation.

This difficulty may be overcome, I think, first, by allowing a broad margin for the substitution of equivalents; second, by encouraging reading broader than the amount actually required; and, third, by a correct, inspiring mode of teaching the literature. Do not imagine that I am striking at the essence of uniformity in requirements. It is only the letter of this rather hard law that I would not observe; the spirit would remain the same, only richer, fuller, more abundant. Books that both pupil and teacher regard as the basis of an ordeal that may hold both up to shame are very likely to be studied with the sole object of avoiding that disgrace, and little profit can come from literature studied in this attitude of mind. The greater liberty allowed in the choice of books, and reading more widely than the required limit, would, I think, go far to averting this condition.

But after all, much must depend upon the teacher. He must have the love of books before he can impart it; and this love of books must be given to the pupil if profit is to come

from literary study. Therefore, the first and foremost element in the successful teacher of literature must be the love of literature; and, my friends, this must be cultivated in both teacher and pupil. In a few favored persons it is native; or, in others, growing up in cultivated families, surrounded by good books from their earliest years, the love of books grows apace with the development of body and mind. Happy, thrice happy, are those who have been so favored! But for the vast majority the taste for good books and the love for literature must be awakened, then trained, directed, guided, strengthened, by feeding upon that which is nutritious, upon that which the world has agreed to call great. For successful teaching of the purely literary part of the required course, therefore, the teacher must see to it that he is himself prepared.

I have said that the prominence given to literature in the scheme of prescribed study apparently, but not really, excludes the older school studies in English. I am sure the compilers of this new scheme of studies had no intention to exclude them; but my experience is that in practice it has acted to shut out to a very great extent the drill in interpretative reading and in composition. Now, neither of these we can spare. It is poor compensation to have a student come to college knowing who Banquo was and yet not able to spell decently, to tell where one sentence ends and another begins, knowing nothing of the paragraph, not able to read a page intelligently. These are, in my opinion, fundamentals in English training, and when we fail to teach them to our students we must indeed look into the aim and scope of English teaching.

Let us, then, before proceeding further, endeavor to gain a clear idea of this aim and scope.

English study, broadly considered, may be divided into three main departments: 1. The literature in its history and content. 2. The language in its relationship and in its historical development. 3. The training in interpretation

of thought, and in its expression in the spoken and in the written word.

The first of these, so far as it engages the attention of the teacher preparing students for college, we have already considered. The second concerns him only to a slight extent and incidentally. The third, as I see it, should receive his most careful attention and his most unremitting efforts. And just here is where exists the gravest deficiency in the preparation of those who present themselves for entrance into college. They are unable to express ideas, even if they have any, either in speech or in writing. I believe there is no greater defect in the schools than lack of attention to this department of English study. Time after time a big freshman eighteen years of age, fairly well prepared in Latin, Greek, and mathematics, handing in what he has just enough knowledge to know is a disgraceful exhibition of ignorance in the form of a composition, apologizes by saying, "I never had to write a composition before; my teacher at school never made me write them."

Need I take your time, ladies and gentlemen, to dwell upon the importance, first, of the power properly to interpret the written page? Almost all knowledge depends upon it; and how many half-true, wholly false ideas are current in the world from the lack of this power! How many falseisms leading people astray are successful because based upon truths partly understood! Train the mind to exact interpretation, to clear understanding, to a knowledge of what a page does not contain as well as of what it does, and we shall have less cause to ask our pupils, as Peter asked the Ethiopian: "Understandest thou what thou readest?" The Professor of Mathematics at the Virginia Military Institute used to say that he could teach mathematics to any boy who understood English. This, ladies and gentlemen, is just as true of every other department of knowledge; a man can learn if he has the power to interpret.

The habit of clear understanding and clear interpretation once acquired is a long step in the direction of clear, sound expression, whether in writing or in speech. The man whose mind is trained to see distinctly, to think all obscurity and haziness out of his subject, will be content with nothing less than the same clearness and definiteness when he attempts to express ideas to others. He is very fortunate if he has trained the two powers of mind *pari passu*; for they are separate and distinct, though closely related.

We must get into our students a wholesome discontent with slovenly, careless expression; we must rid their minds of the idea that one word is as good as another; that *necessities* and *necessaries* mean the same thing; that *masterful* and *masterly* are exactly equivalent; that *like* and *as* may be used interchangeably. Why this splitting of straws?—if one in contempt call it so. Because clearness of thought and clearness in conveying that thought demand it. Not that the ideal—every sentence meaning one and only one thing—is attainable; but simply because this lofty ideal must remain ever before us as that toward which every man who believes in truth must strive.

But, you will say, a department of English study so important ought at this late day to be generally recognized. I think its importance really is recognized far more widely than results would seem to indicate. Why then the neglect? For two or three reasons. First, most of our schools are over-crowded, and when this is so, something must suffer. The pupil can pick up a little English; he can spell a little, puts in an occasional mark of punctuation, and he manages to put into his paper something approaching an idea of a subject. This is allowed to suffice for his English; but in mathematics he must get the answer or any one can see he knows nothing of the subject; in geography he must know where the Obi river rises, the direction in which it flows and where it empties; somebody might ask him. It is true he

may live ten years or his whole life before he needs this rare bit of geographical knowledge; but some body *might* ask him or he might see it in the newspaper. But his English, which he will certainly use every day of his life, by which his culture will certainly be judged, upon which business and social success, in the highest sense, will surely depend—this is neglected.

The second reason why it is neglected is that English is the most laborious subject in the curriculum to teach. As a teacher of English I have myself long been convinced of the truth of this; and my opinion was strengthened when a day or two ago a friend of mine, a high school teacher of some years' experience, volunteered the remark that he, too, had found English the most difficult subject of all to teach. Other subjects, as Latin, Greek, mathematics, are more definite; the amount to be accomplished is specified—and so is now the literary part of the English requirements; only in this matter of the cultivation of the interpretative faculty and of the power of correct and effective expression, do the requirements fail to give accurate knowledge as to how much the student must accomplish.

Furthermore, to correct what has been wrongly learned, to complete what has been half learned, is more difficult than to lay proper foundations and build a straight and true structure; the *debris* of the earlier building must be removed. This is disagreeable as well as difficult work.

The distasteful task of making unwilling pupils write themes, and the fearful bugbear of correcting these same themes, is sufficient to deter most teachers from imposing upon their pupils and upon themselves this most necessary part of English work. These, I think, are the chief causes of the neglect of this phase of English teaching. We might add with great truth, in many cases the lack of training in English on the part of the teacher himself.

One naturally asks, if in English a different course should

be given those who do not expect to enter college from those preparing to do so. In my opinion, no difference need be made, provided the entrance requirements are treated as I have tried to indicate. First, every man must have the faculties of interpretation and of expression trained. This is as essential for the man entering a business house or a machine-shop as for one entering college. Second, the young man entering business needs, above all, the humanizing influence of literature as an antidote for the gross materializing tendencies of the age. For the pleasure it affords; for its influence in broadening our intellectual horizon and in enlarging our sympathies; for its power to uplift, to inspire, to ennoble; for all these, every man needs English literature, recognized as one of the most potent spiritual forces in the world.

TEACHING ENGLISH LITERATURE IN OUR COMMON SCHOOLS.

BY DR. CHARLES C. THACH, ALABAMA POLYTECHNIC INSTITUTE,
AUBURN, ALA.

The value of a knowledge of the right use of English—our mother tongue—need not be emphasized to-day; it is universally recognized. English is the avenue of approach to all knowledge; the interpretation of language is the fundamental process in education of whatsoever kind; a common complaint in technical and mathematical departments is that the average student is unable to read with facility sufficient to give him a ready understanding of his scientific subjects. In fact, the preparation in English of students applying to enter college is, on the whole, wretched enough, and the Committee on the Schedule of Studies has deemed it advisable that the subject be continued throughout the four years of the high school work.

And now, a few suggestions may be fitting as to the methods of instruction in English literature, which, though comparatively a new subject, has come to stay, and will inevitably assert its importance and receive a fuller recognition.

Let there, by all means, be had at first a rapid, general, uncritical reading of the piece in hand, at one sitting, if possible. This gives the pupil the gist of the matter, a broad knowledge of what it is all about, and allows him the full enjoyment of all the characters, incidents and plots, purely as a piece of pleasant reading. There is frequent error made at this point. There is no such thing as being too microscopic in our methods, mentally short-sighted. Too often the child gets his first acquaintance with a splendid masterpiece by nibbles, or, as it were, by picking his weary way like a snail from word to word, and line to line, through a jungle of philology, history and antiquities. These minutiae are all highly important, but defer them until later. A piece read for the first time in this way is forever ruined. It is without beauty or meaning; only an incoherent pile of *disjecta membra*, dry bones and parts of speech.

The traveller, coming into a new land, does not first survey a landscape with chain and compass, but rather mounts to the top of some high tower and takes a birds-eye view, the sweep of the landscape of wood and plain and sleeping hill-side that lie beneath him and stretch away into the blue depths of the horizon. So should be one's first survey of a piece of good English.

This general, comprehensive view obtained, we pass to the consideration of the details. This work must not be considered as mere pedantic analysis. It is, in fact, an indispensable process for a full appreciation of the latent, inner meaning of any great author, for that subtle reading between the lines which is frequently more significant and suggestive than what is expressed and lies open to the eye. (1) Classical and historical allusions; (2) difficult and archaic words;

(3) intricate or ambiguous grammatical structures; (4) a delicate turn to a word or phrase; (5) the musical quality of a melodious line; (6) the vivid metaphor; (7) versification; (8) the author must be elucidated. In fine, the student must be instructed in all those little points that go to make the technique of good writing; that form, as it were, the warp and woof, the tissue of style.

Now, this minute critical analysis of the English classics has been challenged by not a few leading educators. They say that the process may make scholars, but does not make readers who delight in reading good books. The boy, it is claimed, becomes skilled in running down dates, parallel readings and quotations, a literary detective rather than an explorer, the land surveyor rather than the landscape painter, learned but not literary. There is a great measure of truth in this, and great caution is needed that the lesson in literature does not sink into a lesson in parsing or second-hand philology.

Of course, it is not the primary object of studying any masterpiece to pick it to tatters; to make every word a peg upon which to hang a linguistic or historical dissertation. To stop with analysis of words and rhetoric is to be as the rustic who, after listening to one of Cicero's great orations, remembered only the wart on the orator's nose.

The true relation of criticism to literature is that of the key to the casket; of the open sesame to the cave filled with splendid treasure within. The aim ever to be kept in view by the teacher of literature is to get at the heart of the author and to lodge in the soul of the child a genuine love for good literature.

DISCUSSION.

BY DR. THOMAS HUME, UNIVERSITY OF NORTH CAROLINA.

It is said that not three-fourths of the children in the lower grades reach a high school. The question is ever recurring whether we shall relegate the nourishment of their imaginative and emotional natures to their own instinctive choice and to the home in which they may not be guided at all. If literature is the inspiring and beautiful expression of the ideal, if it is the breeder of morality and the ally of religion and civic duty, how necessary that it shall saturate the child's mind before he comes up against the hard facts of everyday experience!

From the first, then, along with the technical drill in language studies there should be constant appeals to the literary sense. We are all agreed that words must be faithfully dealt with and that the sentence must be taught in reading lessons that are in good form. Apply to the child's mind what William Morris contended should be true of the useful implements and the common furniture of the household. There is no reason why they should be ugly or inartistic, every reason why they be correct and tasteful, for they unconsciously educate the senses and the soul. The dissection of the sentence is like that of the human body. All the mummies and the dummies, all the subjects of the dissecting-room, will never show what a human body is. Physiology must accompany anatomy and life must be understood through living objects.

Miss Burt and Horace Scudder, all our latest writers, down to Chubbard Carpenter have wisely insisted that we must recognize the value of literary wholes for even the primary student. He has a sense of unity though he is not conscious of it and can not analyze the action of his own mind. If you give him in your own live fashion the opportunity to grasp the whole, this sense will grow with his growth and strengthen with his strength. Try him with the translation of Homer or with the Bible epic. The occasional "reading in between the lines" by the teacher will flash light on the subject-matter and aid the connection of the thought. Judicious parallel reading in history and geography courses will save time while it educates the literary faculty and cultivates that habit of reading which indeed runs wild in some young people, but which will thus have its purpose and its sufficient method without the consciousness of its being forced upon the mind and becoming a straight-jacket. We are glad that in kindergarten and in primary grades accomplished teachers, especially women, gifted in mind and heart are using oral instruction, appealing with music and pictures, with all fit objects, to ear, eye, fancy, making words more real, accustoming the budding imagination to look for "apples of gold in pictures of

silver." Thus comes the unconscious assimilation of the very best, the taste like that of the healthy young animal, which selects the good and rejects the evil as he browses in the wide field.

I need not remind you how in the second stage of your common-school work, having ministered to the child with your stories and gratified his love of the epic, he has his legends of Greece and Rome, his heroic saga of our own land, Columbus or John Smith, and is on his way to Kingsley and to the Heroes of Asgard. You are avoiding the overwrought moral and reflective tale or poem, but he is now ready for Miles Standish and Marmion and Snowbound and it will not be long before he enjoys Hiawatha and Macaulay's Lays of Ancient Rome. Do not forget the primitive ballads of the Scotch and English border and Cooper's tales of the Indian. How much is there to supplement history and gratify the instinct for finding the same human nature in old days and people as now! Subjects for discussion and for practice in composition are strewn all along your paths as you reach the upper grades. Is grammar to be discounted? By no means. Often the best training in it comes from seeing in these great caterers to our pleasure "the proper words in the proper place," forming a grammar instinct, a true grammar habit. There is the fine exercise of using the vocabulary of the story or the poem for presenting the same words in new combination, a practical handling which makes the thought and the word realizable. Careful drill in the sentence, the figures, in versification, may have special periods allotted to it, but the better method in higher grades is to show by illustration from the noble text the relation of metre to beautiful expression, as in Scott's rushing riding verses or in his blast of the horn, the connection between grammar and rhetoric, which demands the departure from formal rule in the interest of effective rendering, as in King Henry the Fourth, where Hotspur's wife bursts forth with "Him! ah Him," a thrilling effect adopted by Daniel Webster in his Bunker Hill Oration, when, beginning with the Shakesperian "Him!" he breaks away in his emotion from all rule and apostrophizes directly the shade of Warren with "You," leaving "Him!" all ungoverned, except by natural feeling. The most enlivening study of words and sentences would come from your Bible and Shakespere without degrading the one or lessening the charm of the other. Use Craik's English of Shakespere with Kittredge and Greenough's Words and Their Uses. We can not take all that Prof. Mark Liddell says, but literature must be understood to be treated with real reverence.

On pages 180-181 of Carpenter's Teaching of English you have a good plan of treating many details and securing unity which will do well for the sixth grade. Compare Chubb's interesting book on a like plan. As you advance let the teacher read Dowden's "Interpretation of Literature" and study Carpenter & Co.'s book, pages

259 and 282 on teaching literature through the college entrance requirements. Useful suggestions will come from Webster's "Literature and Composition" and from Scott, Foresman & Co.'s manual on the same subject. If this material is good for those who are to seek the higher course in college or university, it is because it is good for general culture as well as drill, and while there may be difference of opinion as to the suitableness of some of the books required, we should test what good judges have adopted as a compromise scheme. Three lessons per week for four years, it is said, will cover the necessary work in expression and may include much more reading than is required in this college entrance list. Other books must round out the course for those who get their liberal education in the high school and do not pass thence to college. These candidates for early entrance on life itself need the broadening and enriching influence of literature on their characters. It is not necessary to remind you that good plans are suggested in the Riverside Literature Series, in Macmillan & Co.'s, Ginn & Co.'s, the American Book Company's, Maynard & Co.'s, the Silver Burdett Series, in some of the Johnson Company's, and that the teacher should compare methods and often make his own, always adapting them to the special class. Hales's "Longer English Poems" has in the valuable introduction made long years ago twelve ways of "tackling" the lay of Rosabelle. His notes, antiquarian and literary, are good, at least for the teacher. Pancoast's "Representative Selections" and his "Standard Select Poems" are models of the reserved and yet stimulating method of editing great literature. Let us not press laboratory methods in literature too far, for we may pound and beat and twist and turn the sublimest poem or the most eloquent oration until for the young student we leave it a vile "body of death," all mangled and rent and soiled before his fancy and feeling forever.

One should turn from methods and again and again emphasize the ethical and spiritual value of this literature teaching. If education is the building of character, the development of personality, shall we not begin to influence the spirit within the child through the oral communication of literature before the very lowest grammar school grade? As we advance let us not listen too readily to the demand for the Nature Primer or the Information Reader or the Record of Current Events, to any grad-grind appeal for "facts, hard facts," unless indeed a new Huxley rises to write on a Piece of Chalk for children of smaller growth or a new Kingley to illuminate Town Geology. You can not make the child live in your present or past before he has ceased living so intensely in his own world of feeling and imagination. Give him what is universal, but intelligible. Remember that the common or public school has its justification mainly in its relation to the upbuilding of the civic

spirit and of the interest in the Commonwealth and the nation. We must not destroy, but feed with healthful and sweet food, the activity which runs into industrialism and evoke the passion and the love for the soil, the people, the country, the State, which shall be the source of an inspired patriotism. Do not forget the inspiration which Homer and Pindar and Sophocles and Æschylus poured into Hellenic youth, and the just association of the laurel crown of the poet with the athletic games, and how Thermopylae and Salamis were possible to a philosophic and literary race who had such ideals sung into their youth. Go on teaching Paul Revere's Ride, Holmes's Old Ironsides, Barron Hope's Epic of Jamestown. Make the student feel the transfiguring light of Lanier's Song of the Chattahoochee and Timrod's Cotton Boll and he will quicken all the more at the eloquence of Adams and Henry, of Webster and Hayne, of Curtis and Curry. Make him set in memory and heart Sir William Jones's "What Constitutes a State."

It would require a special hour to show you the worth for your high school students of Shakespere's History Plays. I do not mean that you should displace history by the historical drama. I know that Shakespere grouped characters together that were separated in time; that he mingled the ideal Falcabridge with the real John; that he reduced Hotspur's age to that of Hal's. But he was the artist in these seeming violations of outer fact. I question if he often violated the spirit of the period. We know that his plays were the first *popular* chronicles of England and informed the material spirit and life, that the comedy in the history, with the long array of heroes mixed with soldier-bummers and camp-followers and highwaymen and taverners, presents every side of old England and that he makes you see the new England emerge from "the Kilkenny cats" Wars of the Roses. No healthful boy will be tempted to "sow his wild oats" because young Hal reacted from the Stuffy Court to the vital fellowship of Falstaff. The life depicted in these wonderful scenes has its own preserving salt of grace in it. It is well that he bases morality on instinct and high impulses and teaches, without seeming to be didactic, by the delightful road of the imagination and the feelings, that morality, as old Sam Johnson wonderingly said, is always "unconsciously dropping" from him by the wayside, that his ethics is biological, and that through the picture of the absurdity and suicidal unreasonableness of lust in a hoaryheaded sinner, you recoil at last from the inimitable Falstaff. The Rasselas method of Johnson, the over-worldly "Honesty is the best policy" of Ben Franklin, the books on the physiological use and abuse of alcohol, in the school will not breed young heroes and heroines of that high type which the Bible buttressed by Shakespere will supply through their concrete imaginative representa-

tion of life. But our teachers must teach their own minds and hearts to be equal to this situation and to become the literary guides and inspirers of such splendid material.

THE REAL AND THE IDEAL IN HISTORY.

BY DR. FREDERICK W. MOORE, VANDERBILT UNIVERSITY, TENN.

Our historians are going about destroying our heroes. They have sadly mutilated some of mine. Have yours escaped unscathed? Aroused from our quiet mood of happy contemplation by the rude shock they have given us, let us investigate. Many of the men engaged in this unfeeling attack are counted among the most eminent and worthy of our historians. Is the opinion correct? Are our historical students interpreting ever more accurately and truly the story of the past? If so, is hero-worship inconsistent with the truth of history, something which true historians may not tolerate in themselves or in other people? Or, is it possibly our fault, in that we have not truly understood what heroes are and how they are to be used? If we have been in error, have we been altogether in error? May it not be that there is a field for the ideal in history alongside of the most exacting demands of those who are separating out the errors and testing the truth of history?

What is history? May I presume to say that it is the story of the past as known and comprehended by the human understanding. Sometimes we say, absolutely, without qualification, that it is the record of the past. But if that is so, then what we have is not history; for our record of the past is incomplete as to facts and inaccurately interpreted and subject to constant correction as to both facts and interpretation. Jefferson's draft of the Kentucky Resolutions of 1798, containing the word "nullification," was found in 1831, six years after the author's death, and about one year after

Madison, relying on an old man's memory, had denied that it contained the fateful doctrine. Barely two generations ago Ranke, the great German historian, began to write universal history in a way that illumined the past with a new meaning and reflected a searching light upon the problems of the present day. It is not long since Morgan, the great American anthropologist, unravelled the clan organization of the American Indians and gave us the cue by which to understand the institutions of the peoples of that stage of civilization the world over. Only a few years ago Aristotle's Athenian Constitution was rediscovered; and later still, Polk's Diary, throwing a sinister light upon the declaration of war against Mexico was made public. A few years ago the religious world was shocked at the results proclaimed by the higher critics, who had just turned their methods of criticism upon the original text of the Scriptures. They gave a new and wholesome light upon some portions of Biblical history. Their conclusions on certain points have thus far stood the test and have won general acceptance. But they were over ambitious; they tried to prove too much, with the result that they have brought their methods into discredit and under some suspicion. Certain of the statements of the Bible record which they challenged have in these later years been confirmed by the Assyriologists, who have discovered and deciphered trustworthy contemporaneous records in the Mesopotamian valley. What we call history, then, is only what mankind, for the time, knows and believes about the past experiences of the race. In the proportion that it approximates to the truth and reality of things it is profitable, like the Scriptures, for reproof, for correction, for instruction; and in proportion that it sets forth wholesome ideals it stirs men to emulation and inspires them with a devotion to noble principles.

You know the answer which physicists give us when we ask them: What is light? They say that if there were no

eyes there would be no light. They tell us that the ether has an undulatory motion; that one set of ether waves has the power of producing upon the retina and the optic nerve the sensation which we call light. But close your eyelids, protect your eyes from these waves and you will not have the sensation. Still the light waves will have existed just the same, and wherever there is a natural eye exposed to them, be it of man or beast, bird or insect, there will be light. So the past is full of events, and every moment it is becoming more crowded with them. Some of them have little or no historic value or force; others have much. Is the organ through which we receive our historical impressions in range and exposed to their influence? Plainly the first rule of historical study must be to bring the facts within the range of our vision. What were the motives which, for instance, led Constantine to make Rome a Christian State? How many of the most essential facts can we get together? How nearly do they amount to a complete demonstration? What allowance must we make for influences which may have been present, but are now beyond our power to recall?

In this point of gathering the facts, certainly, modern historians are showing a zeal that is born of wisdom. When England and Venezuela were bitterly disputing over their territorial claims in South America, how the dingy Dutch archives were opened to the commissioners whom President Cleveland appointed to investigate, in the hope thereby to avert an impending war. The success of that commission was no less conspicuous in the field of history than in that of diplomacy. Historians are searching high and low for the letters and diaries of the men who were themselves a part of the things of which they wrote, trying to rescue the records from destruction by fire, and dampness, and vermin, and sheer neglect, to which they are imminently exposed in private hands. It is an utter misconception of the true relation of things which leads many people to keep

such documents stored away in dark corners of private houses. Sentiment and historical value are the only two motives which can keep them from the dust pile at all. Now they are of no historical value unless they are known and accessible and used by historical students; and would not one be doing greater honor to his ancestor, and to himself as well, to put them in a public repository where public recognition could be given to both? The Calhoun letters which the American Historical Association recently published, were gathered by Professor Jameson from the very borders of the continent; and another authentic diary of a member of the Lewis and Clark expedition has been located on the Pacific coast, where it is now held for ransom.

So the work of collecting material is going on apace; and this follows as a corollary. We must not be too sure that our current historical ideas are absolutely true and the last word which can be said on the matter. We must be prepared to change, if necessary, and accept a new view if it comes to us sufficiently demonstrated to satisfy good critics and competent judges. Not to do so would mark us as narrow and prejudiced, unscientific, untrue to the standards of our profession, wilfully blind, misleading those who are looking to us to be shown the truth.

Again, what the past shall mean to us depends largely upon our point of view, our conception of the world, our *Weltanschauung*, as the Germans say. It makes a difference through what sort of a medium the light comes to us. Some media obscure and others refract the rays. You know the impudent tricks of the convex and concave lenses. The wonderful little prism will analyze a ray of light into the seven colors of the rainbow. But suppose that you were so located that only the red color or only the blue reached you, when, without the prism, you could get the effect of all at once, *i. e.*, white light. To the clergy of the dark ages classic Latin literature was pagan and harmful, and they

discarded it. But they had nothing to put in place of it. Indeed, they did little to ameliorate the common, everyday life of the people. They put all emphasis upon such a conformity to the rules of the church as they taught people to believe would insure entrance into the happiness prepared in the world beyond for those who died in its fold.

When this theological way of looking at things broke down before the influx of Greek learning and culture, Europe experienced an intellectual upheaval, a conversion, and a new birth. Men became more kind and human; they began anew to look upon this world as a place to live in and enjoy, not as a place of life-long penance and a place to die out of, the sooner the better. The rediscovered literature of the Greeks and the Romans they called the "humanities," because its effects were so humanizing, and to this day the "humanities" have maintained their place in the college curriculum as the typical study.

In the eighteenth century, in the universities of France and Germany, the natural sciences were studied with a new success. University students turned to them with the zest of novelty and learned to look upon nature with new eyes. They were astonished at the revelation of her forces and her laws. The effect was to promote, even to exaggerate materialism. Voltaire, Diderot and the other encyclopædists were influenced by it. They used it to undermine the sway of authority in religion and caste in politics; substituting natural law and human reason instead.

The utilitarian philosophy of Locke, and the selfish individualism of which Adam Smith was such a conspicuous exponent, affected current theories upon political and social questions for several generations in England and America.

Since Darwin's time we have come to look upon even society as something organic and evolutionary. Sociology, the study by groups and not by individuals, is in vogue now and doing much to confirm its right to the prominence

it has achieved; and just as the biologist studies the differentiation of functions and the development of organs in plant and animal life, so the modern historian feels obliged to take his stand at the sociological point of view and restudy the old problems and revise the conclusions of the old individualistic philosophy in the light of new conceptions, new knowledge, and new methods.

Another maxim of historical interpretation, the value of which the modern historian appreciates, is the necessity of making a correction for the point of view and the personal equation of our sources and our authorities. Herodotus discredited the ancient story of the circumnavigation of Africa on the very ground that now serves to convince us of its authenticity. Mitford's "History of Greece," says a trustworthy critic, "is merely a huge party pamphlet. He could praise tyrants and abuse liberty in a manner that was sure to interest his readers. He hated the popular party of Athens as he hated the Whigs of England." (C. K. Adams, *Manual of Historical Literature*, 3d Edition, page 98.) On the other hand Grote was "a decided liberal in politics." He exerted "a manifest effort to counteract the influence of such historians as Mitford." "One of the obvious motives of Grote," says the same authority (page 97), "was to display the inspiring influence of political freedom on the actions of human intelligence." The one used Grecian history to show the weaknesses and defects of democracy, the other used facts from the same storehouse, to a great degree even the same facts, to show how liberty inspires men and ennobles them. In fact, both lessons are there, and the broad-minded, judicious and trained historian will bring them both out. Liberty is inspiring. Democracy is the best form of government; but it is also the most difficult to keep in order; and a Grecian tyranny may promote many fine arts, even though at the price of individual liberty. Each of these historians told a truth, but he told

the half of a truth for the whole. Moreover, each had a conscious motive in writing, a thesis to maintain. Such partial views need to be corrected; and it would be tedious to enumerate the men who have presumed to rewrite classical history, European history, English history, and even American history, each later one professing to have, no doubt, having, a clearer, truer view of the realities of things than his predecessors.

None of us, I feel sure, are, at the bottom of our hearts, likely to doubt seriously that the historians of to-day are as a class better equipped and better trained than their predecessors have been, less guilty of narrow views and biased judgments. There is a rather strong presumption that modern historical writers have something to say which it is worth our while to heed. The modern historian is trained to proceed after the manner of the natural scientist. Mr. J. P. Rhodes, ex-president of the American Historical Association, who is devoting himself to the task of writing the "History of the United States since the Compromise of 1850," devotes an average of three years, I am told, to the preparation of each volume. The material must be gathered, voluminously and exhaustively, it must be studied, analyzed, classified and weighed. The first draft must give place to a revision and a re-revision. Statements must be verified, and the whole must be submitted to competent critics before the final revision is made. No fault would be considered more damning than to have neglected, wilfully or carelessly, some item of evidence, with the result that an opinion contrary to fact was maintained. He must be sure that he holds a neutral position, letting the facts speak for themselves, not speaking for them. Not only impartiality as between opposing opinions, but breadth of historical conception and interpretative power to exploit the material to the utmost is necessary.

Thus the modern historical science is consciously striving

to become truer to the realities of the past than ever before. Its demonstrations are generally so clear that we must accept them even when they are unwelcome, when they unmask our heroes; even when, to adapt the architectural metaphor of Charles Dudley Warner, they make it publicly manifest that our Queene Anne fronts have Mary Ann rears; for that is one of the disturbing things they are doing. They have given us recently a life of the "true" George Washington in contrast with, and even in protest against the current ideas of his perfectness. There is also a life of the real Thomas Jefferson, and a "true" history of the American Revolution. Indeed, one publisher has overdone the business. Trying to exploit a motive which has a certain merit in it, he has given us a whole series of "True" histories, causing us to suspect that the books are rather seasoned to sell to a curious and possibly morbid public, than written to vindicate the honor of science and the truth of history.

We have been told that Lincoln was but a chip on the political wave; that Jackson was more obstinate than wise; that the War of 1812 was a dismal diplomatic and military failure; that Thomas Jefferson was a plagiarist, and, besides, wrote sentiments about equality which are not true and have been the cause of much of our political woe; and even that our Revolutionary forefathers were presumptuous radicals and fractious rebels against English rule. We may not be entirely ready to accept these iconoclastic deliverances as the final word on the matter. But harsh as they sound, they have been said so clearly as to convict us of having hitherto held narrow views, of having looked at great movements from only one side. Still, must we give up all of our heroes? Is there nothing at all left to idealize? Is there not a function for the ideal in history alongside of the most thoroughly, exactingly, and scientifically tested realities of the past?

I think that we pedagogues are clear on one point of our

experience, viz., the usefulness of heroes in teaching great truths. Objectify a great principle in the person of a public character, let him suffer patiently, endure bravely, serve faithfully unto the end, and his life will enforce the lesson as precept and exhortation can not do.

• People of all times have had their heroes; of some peoples only the tradition of their heroes remains, most of their real history has been lost. Their heroes are noble and inspiring; though of the uplifting influence of their real history we may well have some doubt. Their heroes were the best thing they had to leave. Indeed, one of the realities of the past, which every historian has to take into account, is the fact that heroes and ideals have exerted an uplifting and molding influence; have actually been historical forces. Of such an institution, then, as hero-worship, with such an experience and such a record, we may well venture to infer that its survival until now confirms its right still to survive.

But there is one thing we must not expect of our heroes. They were human, not divine or superhuman, and we must expect to find them in reality like other men, human and imperfect. If I should hold up before you two objects, the one a turned and polished ivory ball, a perfect sphere, and the other a rough cobble-stone of the same general dimensions, but with irregular surfaces, protruding here, flattened there, I could call the one a symbol of the perfect human character, which exists nowhere, the other the type of a real human character—an actual man. In some respect—in some one phase of his character, perhaps, he might be a fully rounded man, fulfilling admirably his task in life. But on some other side he would be found to be undeveloped and weak; and were he unfortunately tested on that side he would very likely make a tragic failure. Indeed, sometimes I feel the only difference between the man who failed and the one who succeeded may lie in the circumstance, apparently acci-

dental, that the one was tested on his weak side and the other on his strongest.

On the other hand, there are several things which we do expect of our heroes. We do expect the display of some noble virtues, of conspicuous nobility of character in some one direction, at least. We expect of them, further, the accomplishment of some achievement beyond the ability of ordinary men; and generally it must be some achievement redounding to the benefit of society; the display, *i. e.*, of some public virtue rather than of some individual or private virtue, though this is not always so. All of our heroes will be found, I think, to possess these three qualifications: George Washington, the Great King Alfred, Cincinnatus, Julius Caesar, Napoleon, Luther, Casabianca, William Tell, King Arthur of the Table Round.

It makes little difference, so far as our immediate purpose is concerned, whether these are real historical characters or the creations of tradition and myth. Indeed, none of our heroes, as we think of them, are real men. They have all been more or less idealized. We abstract from the historic personalities of our conspicuous men those qualities in which they displayed particular excellence; and out of the impression made upon our mind by these virtues, and according thereto, we create our heroic conception, even imputing equal excellence in all other points of character, if we are not careful to restrain ourselves from so doing. This idealized man, this personified virtue, is our hero, our pride, and our inspiration. The temper and profanity of Washington, the sinister ambition of Napoleon, do not prevent us from making heroes of them, since the public virtues which they possessed were so conspicuous.

To the first of these processes—that of abstracting the conspicuous virtues from the inconspicuous ones, and from the positive weaknesses, I can see no objection; and I think that it is evident upon simple reflection that it is a common

habit with us. The abstraction of the qualities or attributes in which we are for the time particularly interested is a process with which we are quite familiar in philosophy, in science, in art, and in literature. The familiar phrase of scientific argument, "other things being equal," "other things remaining the same," is a case in point. We believe, and we act upon the conviction, that other characteristics for the time and for the purpose in hand may be disregarded, or may be treated as neutral; as doubtless they may if they are not too obtrusively inconsistent, and too fundamentally involved; and so we subordinate them to the abstracted ones, to which we look for our final conception.

But when we go further and impute equal excellence in other particulars, imputing a perfection which is contrary to the fact; when we conceive our hero, or permit others to conceive him, as a man as perfect in every point as he is in the special points, we do something very human, perhaps, but nevertheless we commit a serious illogical error, and one which is often of great pedagogical embarrassment. It is very easy to create the impression; it is perhaps very difficult to prevent the mistaken impression being formed, that excellence in several particulars implies excellence in all, that praise for one quality involves full and complete commendation. The teacher may thus easily mislead the pupil, who, upon further enlightenment regarding the personal character of the hero, is shocked and confronted with a serious moral dilemma: either to surrender his heroes altogether or to think lightly of serious faults, neither of which conclusions is intended, or necessary, or should be allowed to stand.

In truth, it is not the men whom we honor; but the virtues which they exemplify; it is the men as personifications of these virtues, and in conscious disregard of any other personal quality whatever. Washington was not the saint he was once represented to be; neither was he super-humanly

descended from the Anglo-Saxon gods, as my old history used to suggest somewhat dubiously. But the military sagacity and imperturbable deliberation with which, through seven long years, he used a weak army so as to wear out a stronger foe; his faith in the worthiness of his country's cause, his courage and perseverance through difficulties, his profound sense of responsibility; his sound judgment, discreet common sense; and wonderfully wise counsel; and his broad statesmanship, these are virtues as grand as the cause in which they were displayed. There are some things about the war of the revolution of which we can not be proud: the jealousies in the army, and the selfishness and lack of a spirit of mutual support among the States. But in the virtues of Washington's character we find a type of the exalted spirit and noble purpose in which such a cause should be conceived.

The oppression of England was serious only in prospect; scarcely at all in fact; the Tories were not such a despicable set of people after all. Many of them were the kind of conservative men, experienced in public affairs, whose advice on any other subject we would treat with consideration and accept with confidence; they were the very class of men upon whom we rely as a bulwark against radicalism. Some of this class were on the side of the colonies, too; but it was the mob of stamp-destroyers who, in 1763, were dubbed "Sons of Liberty," and it was the rebellious colonists who won the right to be called patriots, because out of their travail a new nation was born into life, and the result of their struggles was a beneficent democracy to bless the world. Freedom, independence, nationality: what a halo these words have thrown about even the commonest of the men who took part in that movement for popular self-government; and we can not call them heroes without ourselves being stirred and stimulated to nobler things in behalf of the same principles.

Napoleon tricked President Madison; he pretended to give him bread, and he gave him a stone instead. Seeing that Madison would take him at his word in matters of di-

plomacy, he deliberately ignored his word, and thus precipitated us into war with England by his own wanton and insulting breach of honor. When once the war was begun, it was carried on with ill-success, and was the occasion of quarrels and dissensions among the parties and the States, leading up to the very threshold of nullification and secession. And when finally peace was made, not a single guarantee did England give that sailor's rights and neutral trade would not be violated on occasion in the future as they had been in the past. But consider these things: In 1793, when war broke out between England and France, Washington proclaimed the neutrality of the United States as between the two belligerents. This was a novel doctrine in international law, that a nation could be neutral, and that its neutrality must be respected. More than a century of experience has convinced the world of the wisdom of the principle, and has brought honor upon the Nation which first proclaimed it. But at the time neither England nor France showed much respect for the United States or consideration for her wishes. They despised her and bullied her, and they used her, each as a cat's paw against the other. If France was the meaner, England was the greater bully, and the young Nation resented it, and has always felt more self-respect for having done so. When peace had been made, if not because of the war, at least after it was over, the United States began to enjoy a consideration abroad, among the nations of Europe, which it had not enjoyed before, but which has increased from that day to this. New industries had taken foothold during the war, and grew apace. Commerce increased. The hopeless of other lands began to come to us to kindle the lamp of hope anew. Clay's American system, though it may not have been built on the soundest principles of economic science, not inaptly exemplified the Nation's growing consciousness of latent strength and self-dependence. Moreover, the war had not been altogether without inspiring incidents. England was considered the mistress of the seas; but

American vessels were better built and better rigged. They were better handled and sailed faster. The Americans were the better sailors and better gunners. Nor were we altogether without honor on the land. What wonder that Hull's dishonor at Detroit and the fiasco before Washington were dropped out of mind, and that the Hartford Convention was remembered only to blast, like an early frost, the political ambitions of those who took part in it. What wonder that in the years and decades following the war, men remembered only the "Constitution" and the "President," Rodgers and Decatur, Lawrence and Perry, and the consummate skill of Jackson and his men, who, after defeating a savage foe in the forests of Alabama, showed their superiority over the trained soldiers of England in the series of battles from the 23d of December to the 8th of January. In these men and in these deeds people saw the types of the greatness which they felt was in them, and to which as individuals, as citizens, and as a Nation, they might aspire.

It would be pleasant to continue and to consider other national heroes who have achieved greatness in peace and in war, in statecraft or in the calmer fields of industry. But your time is no longer at my disposal; and, besides, if what has been said has not sufficed to set before you the thought which I have deemed it an honor to try to bring, I fear that further discussion would be fruitless on my part. Is it or is it not a stimulating thought to look upon history as what we know and believe about the past, as something, therefore, which we may come to know as time goes on with a fuller knowledge and a deeper understanding? Is there or is there not something helpful in the thought that however stern and uncompromising, however much of the earth earthly the realities of history may be, there have been times and occasions when nations and when individuals in the public service attained to heights of grand achievement and noble purpose which have become for us the ideals to which we may worthily aspire as their successors and emulators?

AGRICULTURE IN THE PUBLIC SCHOOLS.

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It shall be my aim to emphasize the importance of having good schools before attempting to introduce into them the teaching of such a difficult subject as that of agriculture, to point out certain apparent limitations in the teaching of this subject as a science, to show that the strengthening of the agricultural colleges and the training of teachers are necessary steps in the beginning of this movement, and to consider the establishment of some system of agricultural schools intermediate between the common school and the college as the most promising means of ever imparting to any considerable body of people the principles underlying sound agricultural practice.

At the outset it seems well to say that the friends of agricultural education have a profound interest in the welfare of the public schools as a whole. Back of their desire to see the principles of agriculture taught in schools, or elsewhere, to every person whose life must be spent on the farm, lies their still greater desire to see a general improvement of the whole school system. Among the problems presenting themselves for solution in many localities before the teaching of agricultural subjects can be effectively introduced are the lengthening of the term of school, the providing of better buildings and equipment, the payment of higher salaries with a view to securing better trained teachers, the general establishment of some adequate system of school supervision and direction, and the creating of a strong public sentiment in support of the schools that more children may be brought within their influence. Naturally these problems are receiving widespread attention. In some cases, a much greater

interest would doubtless be shown in the public schools by increased local support. The results of experience have pointed toward the consolidation of weak schools as one valuable aid in improving their condition. Other means must be utilized. A good school without instruction in agriculture is far better than a poor school with such instruction.

The science of agriculture can never be taught with success in the common schools of eight grades, neither can training in the practice of agriculture be given there with advantage. The scientific principles involved are too complex for the understanding of the child, while plowing and planting can best be learned on the farm. The main work of the elementary schools must ever consist in the teaching of the fundamentals of knowledge. They have as yet a monumental task to perform in the teaching of reading and writing to all the boys and girls of this country. Agricultural subjects, however, may well form a large part of nature study work, and by this means many facts and a few elementary principles of agriculture may be taught with lasting benefit. Although nature teaching, which has spread with such phenomenal rapidity, originated in a college of agriculture, it was not the purpose of the movement, as we understand it, to teach agriculture in the rural schools. The purpose was simply to open the eyes of the child to the innumerable things of interest around it, to put it in sympathy with its surroundings. As in the germinating seed, the bird's nest, the unfolding bud, the butterfly, and a thousand common things the child comes in contact with each day, there is no systematic relationship, so in nature teaching there is no particular system. The things nearest at hand are the subject of each day's lesson. It so happens that nearly all the common things out of doors are closely related to agriculture. In fact, more abundant material of special interest to children can be obtained from the garden and fields than from anywhere else. The cotton plant may be made as useful, and

as interesting in teaching the elements of plant life as any wild flower. The tubercles on the roots of the cowpea are still the marvel of the scientist. The life history of the codling moth or the cabbage butterfly is as wonderful as anything in nature. Even the commonest things of the farm, when seen under the guidance of a skillful and sympathetic teacher show many new phases never suspected. The farm can supply an abundance of the most interesting material for nature teaching, and when the plants, animals, and other objects with which the farmer has to deal are chosen for study, the child can hardly fail to be inclined more favorably toward farm life. Yet it is not agriculture as such that is being taught. It is the faculty of seeing things that is being developed, it is the feeling of sympathy with nature that is being aroused, and great is the value of such work.

While it is believed that much may be accomplished in good elementary schools taught by well-trained teachers, in developing the powers of accurate observation and in fostering in the boys and girls of the farm a love of the country and its pursuits, the systematic teaching of agriculture must be carried on in higher schools and in colleges. The first step in this direction is the strengthening of the agricultural colleges. They need more liberal appropriations. They are deficient in equipment and other facilities for good work. At one of the Northern agricultural colleges there are no demonstration fields whatever for growing farm crops, no animals for illustrating lectures on animal husbandry, and none of the implements and tools used in farming. How can a school thus wanting in equipment invite the boys of the State to come to the institution for instruction in agriculture, and how efficient is such a college likely to be in teaching agriculture? The time has gone by for attempting to teach applied science by definitions, didactic lectures, and books. The agricultural colleges require a larger number of specialists in their faculties. The general subject of agri-

culture is altogether too broad for one man to cover. Under the present arrangement, the professor of agriculture is often required to perform even more than teaching the whole subject of agriculture. A recent extreme case may be noted in which a member of a faculty was professor of agriculture, horticulture, and botany; horticulturist of the experiment station to which he was supposed to devote two-fifths of his time; secretary of the faculty; and he was further called upon to teach extra courses, such as photography, and was expected to work up interest in agricultural education throughout the State. The subject of agriculture should be divided and subdivided, and the different courses handled by experts. In some States this has already been done to marked advantage. In one college, sixteen instructors devote their entire time to agriculture alone. Eighteen distinct courses are offered in agronomy, nineteen in horticulture, twenty in animal husbandry, thirteen in dairy husbandry, two in entomology, and three in veterinary science. More instruction of a much higher grade should be offered in many of the agricultural colleges, and information concerning their advantages should be more broadly diffused for the purpose of attracting more students to these institutions of learning. The agricultural colleges are destined never to teach the principles of agriculture directly to the mass of people who make a living by farming, as was the hope of their founders. They should, however, turn out a much larger body of agricultural leaders than at present, and to this end their improvement in many cases seems an imperative prerequisite. If agricultural education, then, is to become universal, it must be through schools of lower grade than colleges. The men and women necessary to lead in this work, however, must first themselves receive thorough training in agriculture, for which mission the agricultural colleges should be better prepared, and which work they should better perform.

The first step in the general introduction of agricultural education is therefore the strengthening of the agricultural colleges in order to provide more leaders in this movement. The second step is the establishment of agricultural high schools. Agriculture as a science can not be taught in the primary schools, and the masses will never attend the colleges. The hopes of those most interested in agricultural education are therefore centered at present upon the high school. It is here possible to supplement what the boy has learned on the farm with scientific instruction, to teach the changes wrought in the soil by tillage and fertilizers, the laws governing plant growth and the best methods of plant production, the principles of animal feeding and breeding, and in a more practical way to familiarize the student with the use of tools, that he may make ordinary repairs to farm implements and construct ordinary farm buildings. The industries of the cities are being provided for by business schools and manual training schools of a secondary grade. These schools are a decided success, and it is time that the industry of the country, the industry including two-fifths of the population of the United States, should have similar recognition.

Agricultural high schools may be established in connection with the existing agricultural colleges. That this may be done with success is amply shown by the results obtained by the School of Agriculture of the University of Minnesota during the fifteen years of its existence. This school is located on the grounds of the College of Agriculture of the University, and uses the college equipment so far as its needs require. The faculty, numbering about thirty-five, includes the professors of the College of Agriculture and additional instructors. Among the teachers are experts in agriculture, horticulture, animal husbandry, dairying, veterinary science, agricultural chemistry, entomology, and other lines. Its equipment and staff of instructors are comparable in every

way to those of the best agricultural colleges in the United States. Applicants of both sexes are admitted to the school upon passing an examination in English grammar, arithmetic, United States history, and geography, or upon the presentation of certificates showing the completion of the eighth grade work in these subjects. The course of study covers three years of six months each, and provides for the boys instruction in agriculture, horticulture, animal husbandry, English, music and gymnastics each year; and instruction in drawing, farm accounts, agricultural botany, comparative physiology, carpentry, blacksmithing, and military drill the first year; algebra, agricultural physics, agricultural chemistry, dairying, and military drill the second year; home economy, geometry or civics, entomology, zoology, agricultural chemistry, poultry culture, forestry, and veterinary science the third year. The girls substitute courses in domestic science for certain parts of the course given for boys, especially the shop work. The course is designed to prepare young men and women for farm life, and also after one year of additional study, for admission to the College of Agriculture. The school enrolled nearly five hundred pupils during the past year. Nearly all the graduates are reported as returning to the farm. A school on essentially the same plan, but without the courses in domestic science, has been organized at the University of Nebraska. The general subject of agriculture in this school is distributed among six departments, as follows: Crop production, animal husbandry, animal pathology, dairying, horticulture, and agricultural chemistry. The establishment of high schools in connection with agricultural colleges, but with separate organization, permits the further utilization of equipment already provided, facilitates the securing of a strong staff of instructors, and has at the present stage in the development of agricultural education many advantages to commend the plan.

Agricultural high schools may also be established as separ-

ate institutions, as has been done in Alabama, Wisconsin, and California. Reference to the recent movement in Wisconsin may perhaps not be inappropriate. The Wisconsin State Legislature in 1901 authorized the establishment of county schools of agriculture and domestic economy, and provided State aid for two of the schools, the amount not to exceed one-half that actually expended for instruction, and limited in any case to \$2,500 per annum for each school. The law requires instruction to be given in the elements of agriculture, including instruction concerning the soil and the plant and animal life of the farm; farm accounts; manual training; domestic economy, and such other subjects as may be prescribed. The State Superintendent of Public Schools has general supervision of the schools, and with the advice of the dean of the College of Agriculture of the State University, prescribes the courses of study and determines the qualifications required of the teachers employed. Otherwise the control of the school is vested in a county board. Two schools have already been established. One, known as the Dunn County School of Agriculture and Domestic Science, is located at Menomonie, and is provided with a brick building erected by the county at a cost of \$16,000, for the joint use of this school and the county teachers' training school, and a workshop, which, with the grounds surrounding the buildings, cost \$5,000. A new building to be used for dairying, blacksmithing and carpentry has just been added by donation to the school. The full course covers only two years, and shorter courses may be pursued. The boys are given instruction regarding soils, fertilizers, plant life, horticulture, field crops, animal husbandry, dairying, poultry culture, economic insects, plant diseases, farm accounts, blacksmithing, carpentry and rural architecture. The course of study for girls includes sewing, cooking, home economy and management, drawing and designing, domestic hygiene, chemistry of foods, poultry culture, farm accounts, economic

insects, plant diseases, and horticulture. Both courses include civil government, United States history, English, library readings, and elementary science. The enrollment during the past year was 64. The principal is not only a graduate of an agricultural college, but has been an officer of an experiment station, and has pursued graduate work in agriculture at one of the leading universities, from which he received the degree of doctor of philosophy. During even the short experimental period that has elapsed since the establishment of these two schools, their success has been so far assured that the Legislature has already provided State aid for two additional schools. This movement in Wisconsin has been carefully planned, it is being directed and supervised by expert authority, and the outlook for its future is good.

In general, it is believed that high schools established independently of colleges will be more successful if supervised by State authority as regards the course of study and the qualifications required of teachers. All courses in agriculture are at present in a formative stage, and text-books suited for secondary schools are very scarce. The responsibility of planning a course of study suited to local conditions is therefore great, and should rest with those most highly qualified. The employment of teachers trained in agriculture and in sympathy with farm life is absolutely essential to the success of these schools, and can perhaps not always be left to local authorities with good results. Generally graduates of agricultural colleges should be secured as instructors in the agricultural part of the course. Local interest and pride in the schools, and confidence in their work, are also essential to their greatest usefulness. The special agricultural high schools should be of sufficiently low grade to articulate with the common schools as they exist at the present time. They should not attempt to do college work, nor should they call themselves colleges. They have enough to perform in their proper field. The establishment and

maintenance of one or more strong agricultural high schools in each State of the Union would mark a wonderful advancement in agricultural education.

With properly prepared teachers and a supporting public sentiment, it is believed to be entirely feasible to teach agriculture in connection with town or city high schools, or even in the upper grades of consolidated rural schools. Where schools draw their support largely from surrounding agricultural districts, this seems especially desirable. The time has not come for this in many sections, and in fact no organized effort along this line has yet been made in this country. Courses in commercial, business and manual arts have been introduced into just such schools with good results. The main features of the natural sciences have been taught in the high schools for a much longer period, with the result of broadening the mental horizon of pupils, and it is believed without lessening the value of their general training. Agriculture has as valid claims as regards educational value as has any other industrial course, and in the minds of some, as have the better defined sciences. That form of education is believed by many to be the best which fits the student for his daily work in after life. The teaching of applied sciences no longer needs justification. To show that the agricultural courses may be offered in public high schools without radical changes, the committee on methods of teaching agriculture of the Association of American Agricultural Colleges and Experiment Stations formulated a number of tentative schedules for such courses, which were presented at the convention held at Atlanta in October of last year. One of these is based upon the high school course recommended by the State Superintendent of Public Instruction in Indiana, for use in that State, where at least two teachers are exclusively employed in high school work. In the general course, four studies, aggregating twenty hours per week, are required

each year for the four years. In the tentative agricultural course as prepared by the committee, this same arrangement is maintained, one course in agriculture each year for the four years being substituted for Latin or other subjects. The agricultural part of the suggested course is as follows: *First year*—plants and their cultivation; *second year*—animals and their management; *third year*—agronomy, including whatever is taught regarding climate, soils, fertilizers, and the botany, varieties, culture, harvesting, preservation, uses and enemies of farm crops; *fourth year*—zootechny, including the breeding, feeding, hygiene, and management of farm animals, and dairying, including the handling and sale of milk and the making of butter and cheese. One additional teacher competent to offer instruction in agriculture is necessary. Such courses in the public high schools, as well as the much greater advantages offered in special agricultural high schools, are not expected to prepare experts in agriculture. They will, in addition to imparting a certain amount of general culture, teach to a greater or less extent the sciences related to agriculture, the more recent advancement in agricultural practice, the utilization of agricultural literature, and the advantages of country life.

There is an awakening in many States to the need of giving teachers instruction in methods of nature study. The same methods apply to the use of agricultural subjects as a part of nature teaching. In one State, such instruction has been given in summer courses at the University, and courses in Agriculture have been established in the three State normal schools. The enthusiastic efforts being made to afford instruction in agriculture and nature study at the summer school now in progress at the Agricultural and Mechanical College of this State are worthy of the highest commendation. It is significant to note that in one State every teacher's examination includes a set of questions on agriculture.

It is a difficult matter for teachers to become sufficiently expert in nature study by their own unaided efforts, and for this reason more facilities for their instruction should be furnished. It is believed that the agricultural colleges might well arrange to give special courses in agriculture for teachers, which all normal school students should be enabled to attend before graduation.

By way of summary of this brief consideration of a great question, it may be permissible to repeat in substance that the introduction of any considerable amount of instruction in agriculture into the common schools is believed to be impracticable, if not impossible; that agricultural subjects may profitably form a large part of nature study work, so valuable in the hands of competent teachers; that more facilities should be afforded teachers for preparation in nature study, including elementary agriculture, in order that a love of the farm may be inculcated in the hearts of more boys and girls of the farm; that the agricultural colleges should be strengthened as the first necessary step in the movement for popular education in the scientific principles underlying successful agriculture; and that the establishment of some good system of secondary instruction in agriculture, as high schools connected with agricultural colleges, special agricultural high schools, or agricultural courses in public high schools, offers the most favorable outlook for ever ennobling the agricultural industry by universal agricultural education.

I may say in conclusion that the United States Department of Agriculture may be relied upon to do whatever it can to aid teachers and school officers in organizing courses in agriculture and securing literature and material for work along this line.

DISCUSSION.

C. VICTOR CAMPBELL said he could not agree with the idea that some agricultural training could not be had in the public schools. The nine-tenths who will fail to learn anything of agriculture if it is not taught in the common schools should not be abandoned. They need not learn from skillful teachers or those specially trained. The average teacher can keep ahead of his scholars.

MISS PITTS said she thought Mr. Campbell misunderstood Dr. Lawson, and the latter intended that the elements of natural science should be taught in the common schools, but that no attempt should be made to teach practical agriculture there.

PROF. J. C. COMPTON said that he could not agree with Mr. Campbell's idea that the untrained teachers should instruct in agriculture. He said he would rather have a boy taught mathematics by an unskilled teacher rather than agriculture.

PROF. R. L. MADISON pointed out the dangers of untechnical teachers undertaking to instruct in agriculture.

MR. CAMPBELL said he was glad he had stirred up interest. He said he favored practical work on the subject, planting, cultivating, etc., and illustrated by several cases where schools had raised crops.

PROFESSOR LAWSON said he was himself a school teacher, and had intended to say that the elements only should be taught in the schools, of nature study.

PROFESSOR EDMUNDS said it appeared as if the audience had understood what Mr. Lawson said according to their own ideas. He especially favored the idea that good schools which did not teach agriculture were of more value to a student than poor ones which did.

MISS MARION BROWN pointed out that Professor Lawson had suggested the teaching of elementary plant study—nature growth—in the common schools, and she indicated examples of growing plants in schools.

CHILD-STUDY IN THE SUNDAY SCHOOL.

BY DR. THOMAS HUME, UNIVERSITY OF NORTH CAROLINA.

The American Sunday School has been the model and the inspiration of religious leaders the world over. A French publicist, making his observations on the spot, declared it to be the hope of such a democracy as ours. The separation of church and State forbids the introduction of any special form of religious doctrine into the rapidly extending public school system. But that civic ideals and practice may be nourished and kept pure there must be religious inspiration. Small wonder, then, that patriots and thinkers turn with eager desire to this interesting institution and its vast machinery as it appeals to the individuality of the child and applies Christ's conception of that sacred personality in him which may grow into the likeness of his Father in heaven.

It is in our country that the International Uniform Lesson System originated, with its abundant literature and its many methods. It is here that it is under the fire of a criticism which produces rival "systems," and has at length given rise to a reform Association for Religious Education, with its stimulating deliverances and its new departures. The Hartford Theological Seminary (Congregational), the Southern Baptist Theological Seminary, Louisville, and other institutions for the training of ministers, now offer special courses on Sunday School methods and child-culture. The scientific observer has imported these subjects into his investigations, and is testing them by the methods of the later psychology and pedagogy. It is one of the questions of the hour. Its vital importance and the present interest in it are reasons for our discussion.

We are all agreed that the mere training of the intellect will not develop character, that the difficult problem before

us is to preserve the receptiveness, the simplicity, the faith, the spontaneous activity of true childhood, together with expanding intelligence and broader culture. Except ye become as little children, ye can not see or enter the Kingdom of God. Here is the condition of spiritual insight and growth. Wordsworth's ode on Intimations of Immortality is the exquisite ideal expression of the essential character of this condition. How far our family life of to-day is responsible for blinding or blurring the spiritual sight of the children is a question, but not the question before us. I am confined to the Sunday School. At the outset, I wish to admit that it has its defects and commits its grave mistakes. But because the thoughtful critic is enjoying his fierce announcement of these weaknesses, must we join him in admitting that the institution is a failure? Let us remember that practical effort and unscientific experiment have always preceded scientific method and philosophical statement. The mother discovered the best nourishment for her infant even when nature's fountain failed long before Sir Henry Thompson or Professor Atwater wrote on the Chemistry of Foods. Her trials and tests and nature's were the necessary preparation for their high generalizations and specific instructions. It would be well, instead of condemning the work of those who are endeavoring honestly, but without much knowledge of method, to save the children through the Sunday School, that we find some common ground, some adjustment of the relations between the practical workers and the methodizers. It would help towards this end to go to the Sunday School, and to note the difficulties of the situation. What is true of the log Sunday School of the mountain cove or the hut on the eastern sand bank, superintended by uncultured but honest piety, with clatter and hubbub, is true to a degree of schools in more favored places. In Philadelphia, in Washington, in Greensboro (N. C.), your pedagogical critic

would find brilliant exceptions. The period of instruction is one poor hour a week, in which to give lessons in the history, morality, theology of the Bible. Then what results would you expect from volunteer teachers lessening volunteer scholars of every possible grade? How will you discipline and systematize such material? Change the teachers, and how wisely, delicately cautious must you be (if you are to make religious impression on it), lest your normalized methods prove a very strait-jacket? The main object is to lead the affections to lay hold on God, to teach the atoning work and saving grace of Christ as the efficient root and ground of the best ethical principles and motives. Here the teacher of ordinary intelligence should study through the normal class, or in the excellent manuals, those stages of development of character which the pedagogy of the day has defined: Childhood proper with its kindergarten age from 2 to 5, and its primary period from 6 to 8; boyhood and girlhood from 9 to 12, called sometimes the juniors of the Sunday School; adolescence in its early period from 12 to 16, then the period from 16 to 18, and its later period from 18 to 24; then follows maturity. Too much stress can not be laid on the adoption of lessons to these different grades. The kindergarten idea has been used with seeming success at several points for the children from 3 to 5, and manuals have been written for defining this Sunday School use of it. While it may be perverted, it may serve in some situations to satisfy the feeling of the children who have been falsely taught concerning Sunday and heaven, and who, according to the old story, are apt to ask if hereafter in heaven they will be allowed sometimes to run down to the other place and "have a good time."

The battle has raged lately around this difficulty of providing milk for the babes. The Union Lesson System is attacked on the ground that it offers the same subject to infants and to seniors. Its supporters urge that the teacher

should know how to adapt the subject. Some of them take the higher lessons and demand special courses for infant and primary grades. Others renounce this Uniform System and use the Blakeslee Method, an interesting course. The *Sunday School Times*, of Philadelphia, a paper of singular ability and usefulness, adopts and illustrates brilliantly the Uniform Lessons, but has for infants and primaries the best work of specialists, and Professor Sanders, of Yale, adds to the astonishing variety of scholarly contributions his special advanced course with valuable guides.

There is a spirit of devout investigation abroad, a comparison of methods, a readiness to seek for the best outside the ruts of a formal orthodoxy. All that the Herbartians and their echoes demand is practised in many a school. The teacher is learning to go from the familiar and the concrete to the hitherto unknown truth, to find the point of contact between the child's mind and his own. Much of our religious instruction, whether in catechetical form or other, commits the mistake of following the logical order of reaching and imparting knowledge, instead of the natural order. We teach of God what the child can not grasp and make a bugbear of the Infinite One. "Go back, Fido," cried out the demoralized nerves of a little "tut," "You are following me everywhere like God, and prying into all I do." A child reared in the atmosphere of fashionable superficial courtesies was required to ask pardon of God for an act which had displeased the mother, who had given no intelligible conception of sin or forgiveness. The child announced that she had told it all to God and thought He said, "Don't speak of it, Miss Brecks. I beg you not to mention it."

The examiners of certain catechetical classes find the premature attempt to define the persons of the Trinity foiled by the unexplained use of words and the confusion of the Holy Comforter with the warm "quilt" on the child's bed. The doctrine that is dissolved in a beautiful hymn often becomes

a clear transforming influence in the young life. But carelessness and the failure to translate new terms are responsible for the burst of fear and grief with which the hunted fancy reported the glowering over the path of a "consecrated cross-eyed bear," of which they had been singing at Sunday School. Of course we should require the practical application of the theory of apperception.

We may meet those who are afraid of doctrinal teachings before the ninth or tenth year by asking if the best teaching is not found in the exquisite epics and idyls of the Old Testament and in the Gospel of the Infancy and Childhood of Jesus; teaching which will effectually regulate and satisfy some little mystic of a Samuel who has heard God's voice in his dreams, or some embryo saint of a Joan of Arc whom wood and stream have taught heaven's spell to know. The imagination of this young "religious animal" needs food and help against the superstitions which beset it, if, as you say, it is repeating the experience of the race. The heredity and environment of some children come to your rescue. Are they not the "heirs of ages" of spiritual development? Must you treat most of them as constrained to pass through the crude, wild savage stage? The Apostle Paul, who believed in native and inherited tendencies to sin, yet rejoiced in the unfeigned faith that dwelt in a grandmother Lois and a mother Eunice, and was transmitted as a tendency, a precious heirloom, to Timothy, making it easier for divine grace to use nature in the process of regeneration. The comfort which the teacher is to derive from such moral inheritances should not mislead him. We can not accept that evolutionary conception of religious teaching which grounds it on "the physical basis of life." "That which is born of the flesh is flesh. That which is born of the spirit is spirit." Therefore, with a definite purpose, but with the best judgment, the most loving art, the child should be led to God his Father through Christ his Saviour. Nature will not of herself

throw this child into His arms. His unconsciousness of specific evil does not mean his transforming consciousness of God. We are gravely warned by the critics of our older methods that we are inculcating a sense of sin which harrows the imagination and mars the fine bloom of youthful feeling, that as the order of nature is that of spiritual development, we must wait for adolescence before regeneration or conversion may be experienced. They array the theories of inconsistent immoral reformers and of the believers in the native goodness of humanity against the evidence which mothers, teachers, biographers, give in favor of the spiritual change seen in early childhood, a change sometimes accompanied with positive conviction of sin, sometimes pronounced on the side of the delightful new attitude and relation to God. In nearly all these "cases" the teaching was definite, the conviction, the transformation, as marked as any spiritual process could be at such an age. Shall not the Sunday School teacher be inspired to work and watch for these results, wisely shunning undue stimulants and checking morbid dispositions, but hopefully trusting in that mysterious Spirit who bloweth where He listeth and worketh freely where He will? A high pedagogical authority, in discussing "The Religious Content of the Child's Mind," intimates that our orthodox methods are as vicious and unwholesome as those of certain advertisers of quack medicines, who frighten the young or the ignorant into believing that they have fearful ailments of body and soul for which these remedies are the specific cure. He contends also that as crime exhibits itself in adolescence, we must at that period make our effort for saving the young. Why not make it in the first conscious period confident that the expulsive power of the early renewed heart will prevent the crimes of adolescence? Our high authority must be consistent, and he answers that we violate nature when we expect moral regeneration before the organs of reproduction become active.

We all believe in the intimate relation and the mutual influence of the body and the soul, but his extreme view of the evolution by natural movement of the religious life has subtly left out the Holy Spirit or identified it with the mere "enthusiasm of humanity." It is a true philosophy derived from a blessed experience that opposes this view and goes on teaching in the home and the school "the old, old story" in gospel and in song and in example and praying that while this doctrine held in solution in the heart and the imagination grows with the growth and strengthens with the strength the Life-giver Himself will quicken it with conscious activity. Will not characters thus formed become symmetrical with all the beauty of holiness? There is fear lest this "natural conversion" theory may lead to spiritual atrophy, even as for the great naturalist music became a lost art, and may breed that agnosticism which has no hope and is without God in the world. There is a great multitude who will rise up in protest against this new gospel. Let them comfort themselves by remembering that many thoughtful scholars follow the one and only way to life, while they insist on the improved methods and the better housing of the Sunday School.

The crying need after all is for true teachers—teachers who have learned the best art in the secular school and consecrated it. They will know how to prepare the child for those higher courses in the Bible which college men and other experts are busily preparing, for the admirable work which Professor Moulton has done in his "Literary Study of the Bible," and his Modern Bible Readers' Series. A fine reverent handling of the inspired book as literature will induce interest in reading it connectedly like other classics, and it will then prove its self-evidencing power and become a discernor of the thoughts and intents. Such rational interpretation and truly natural dealing with it as truth that we

can understand and enjoy apart from its sermonic or theological uses will not weaken our spiritual sense or its spiritual influence over us. The creed which they gather and assimilate by this direct, hearty contact with the human life and the divine nature in the varied literature of the sixty-six divisions of the Bible will be rooted in reason, in imagination, in conviction. Our young people will not desert the Bible School as they are now doing, at the very age when its beauty and force should seize them.

The literary appreciation will aid in perceiving that a deeper sense is needed, that spiritual things are spiritually discerned. Growing boys will be held by the charm of the greatest of books and be preserved from the corrupting worldliness by the Word hid in the heart.

ATTENDANCE IN THE PUBLIC SCHOOLS.

BY J. M. COLLUM, SUPERINTENDENT OF
PUBLIC SCHOOLS, SCHLEY CO., GA.

Down in Georgia the Superintendent of a county system while visiting a school met two men whom he had known for years. He was first impressed that they were visitors, but later found they were attending the school as pupils. Each had a family and some of their children were attending school with them.

In another instance the grandmother of some colored children prepared their dinners and went along to school with her grandchildren. In a colored school there is a grandmother's department, where the older women who finish their work early enough spend a few hours in the forenoon, and those who are busy with their home work during the morning attend the school during the evening. Attendance upon the schools among such people has already been solved,

and if we knew the incentive and influence that brought it about and could apply it, then it would be no problem for this Convention.

The problem has too long concerned the public mind to expect a solution now. Again, that which one superintendent or teacher has done under certain conditions can not be done by others under different conditions. People have not all been made alike, and possibly they are not to blame. But this proposition will hold good: that no school, in attendance or otherwise, is ever better than its teacher, nor do you find a system of schools better than its superintendent.

In Georgia, outside of the cities and three counties, we have no superintendents. We have county school commissioners, or did have till the last State Convention of Commissioners declared by resolution, regardless of the law, that everyone at the head of a school system is a superintendent. The duties of these officers as specified by law are few. A superintendent may go to his office, if he has one, on stated days, examine and contract with teachers under his charge, or who should be under his charge; pay out the funds appropriated by the State to his county; make a few short visits to the schools, that in many instances are worth no more to the schools than would be a visit to the Philippine Islands; when those reporting on his work say he has discharged his duties. No special qualification is required, other than that he must have been a resident of the State and county six months previous to his election. Professional training, energy, enthusiasm, industry and past successes pale into insignificance when compared with this residence clause.

It has recently been stated in the public prints that 40 to 45 per cent is the maximum attendance in some of the best counties of one southern state. Can this attendance be increased? As a superintendent I believe this per cent can be doubled in any county in the South.

Forty per cent of the children would attend the schools if there were no county school commissioners nor superintendents, and no doubt in many cases the schools would be better.

In many instances the parents of forty per cent of these children oppose the whole system, and in many cases they consider the superintendent of but little service to the system. The other sixty per cent is indifferent. The office of superintendent seems to them only to afford an easy position for the incumbent.

If we expect to extend the privileges of the schools to the greatest number and make the work more effective, we must commence a campaign of education among the patrons. The superintendent who expects to superintend, and the teacher who expects to teach only the children, can never reach the best results.

He who would leave the patron out falls short of a proper conception of his duty, and has not the least assurance of success, for on him must depend the patronage and financial support of the school. The superintendent is not only the chief commanding officer and his teachers his subordinates, but the enrolling and enlisting department is especially in his charge. He may not wear the epaulets or insignia of rank, yet his work is grander. While on account of their patriotism our young men and soldiers offer up their lives that the invader may be driven from our shores, the superintendent and teachers are planting artillery and ranging their batteries upon the stronghold of ignorance, the direct cause of poverty and degradation, and vice and crime in its every phase.

When Napoleon made his escape from Elba and landed on the shores of France, and with his few faithful guards commenced to make his march, at the beginning of the second day he had but one recruit; at the end of the next, though he had camped in a section that was the heart of the rebellion, his ranks had not been strengthened. From

thence onward, as detachment after detachment was sent against him, they as readily enlisted and were marching with him, till practically every soldier in France was making the last stand with him at Waterloo.

Such a personality, such enthusiasm, such inspiration should every superintendent and teacher possess. Stonewall Jackson planned the most brilliant campaign ever conceived on the American continent. Where he led his soldiers followed. When the patrons of the schools have the same confidence in the superintendent and teacher the schools will not want for patronage.

Energy, enthusiasm, ability to inspire and an inexhaustible source of ingenuity and tact, can not be dispensed with. Want of good judgment industry and well-directed effort means stagnation and death.

Not many years ago the County Board of Education of one of the smallest counties in one of the southern states placed a teacher, then teaching in the public school, in charge of the educational interest of the county. There was one fairly good school-house in the county; the work seemed aimless; no system or graded course of study had been attempted; the schools were all short-term schools, and the attendance was low.

The joining counties were large and prosperous. One of these large counties commenced to build school-houses, and in a few years had built a good school-house at every school point in the county, and then would have to its credit each year a surplus of from four to five thousand dollars. In this county the teachers were being selected by the school community. It had no graded course of study. In the meantime in the smaller county the Board of Education was carefully selecting the teachers, a graded course of study was adopted and put into successful operation: a circulating library was put into the school, the books going to the homes of the highest and the lowest. The superin-

tendent had formed the acquaintance of practically every citizen in the county, and was trying to cultivate the most friendly relation. Everything was working harmoniously, and mutual interest was being manifested; yet long-term schools, graded course of study and a circulating library did not show up like painted school-houses, nor did they attract the attention that did the tolling bells. The superintendent was nervous and almost in despair that for want of funds his county could not build school-houses.

About this time someone made this discovery: The largest county, surplus on hand, \$4,000; entered the public schools 50 to 55 per cent. The smaller county, surplus on hand, 0; entered the public school 65 to 70 per cent. The next year and the year following the larger county continued to have 50 to 60 per cent of its children to enter the schools, and its surplus to increase.

The smaller county continued to use all its funds each year, but finally had 85 per cent of its colored and 95 per cent of its white children in the schools. Recently every white child was enrolled except thirty-two. It was at this time that these unnoticed figures began to grow till they were larger than all the school-houses and balances on hand in the other county. Sixty school bells are tolling each morning for five months in the year summoning 50 per cent of the children to school, leaving 50 per cent at home to grow up in ignorance, and many times in idleness, who, in the course of a few years, will multiply the number of homes that will be hard to be reached by moral or educational influence.

On the other hand, through the silent influence that fell as the gentle rain after the day had drawn around it the curtains of night, and while all nature slept, of men and women united in one purpose—90 per cent of the children, uncalled by school bells, are attending school. A few open

for five months; but eight out of ten average eight months. The Board of Education interested itself in securing attendance, and now the people are building their own school-houses, and when one more house has been built a good building will be located at every school center for white children in the county and a long-term school at each place. The colored people, too, are building school-houses.

Good school-houses where only 50 per cent of the children attend are only monuments of failure, while the bells that ring the children to school toll the funeral knell of a dying system. Local taxation and increased appropriation by the State, donations by the Southern Education Board can not within themselves increase the attendance. The schools are needing patronage more than they are needing money, as is evidenced by the balances of three, four and five and six thousand dollars some Georgia counties have on hand. Those interested in Southern education to the extent of contributing funds could not do better than to inaugurate a campaign to arouse the people, and interest them in education.

People at the South are able to do anything they are willing to do. A County Superintendent meeting two negro children, asked

"Going to school?"

"Yes, sir."

"How old are you?"

"I am eight and John is six."

"Can you read?"

"Yes, sir; I can read and write. John can read a little and write cat, and dog, and man."

"Have you books?"

"Yes, sir; Ma washes for Mrs. Allen, and she bought them for us."

"Have you been to school much this term?"

"All except four days, when Ma was sick and we had to stay at home and wait on her and mind our little sister."

It may have been improper on the part of the superintendent, yet he is prepared to say that the lunch carried to school that day by those children for their noonday meal was such as has been carried to school by few children before or since. No one in this assembly would guess the contents of that bucket in an unlimited time, which was nothing more than two pieces of cornbread and three ripe May-pops. It is hard to conceive of worse or as great difficulties existing in more than one family in every hundred.

Knowing that the negroes have a very successful method of assessing and collecting church funds, at the request of a white minister I invited the secretary of one of the colored Methodist churches to my office and obtained this information:

Two churches composed the circuit. Value of buildings \$1,600; 140 members from 75 families; 140 members 25 cents per month for 12 months is \$420; 140 members at 24 class meetings pay 5 cents at each meeting, \$168; 140 members for Presiding Elders, etc., each \$1—\$140; Sunday Schools \$25; non-church members \$50. Total \$803.

From an investigation of the tax records I found that these people in owning \$1,600 worth of church property owned more in this one item than the combined 140 members returned for taxation, paying less than \$15 as a property tax. Twelve families were living in little city homes they had bargained for.

These people each year are paying in church taxes a sum more than half the value of the entire property they own. While their tangible property is less than \$1,500, at the State and county rate of \$11 on the \$1,000, in paying \$803 for church purposes they are paying on an intangible value equivalent to \$73,000. This intangible value can be represented only by Southern sunshine and Southern climate, to work on Southern farms and to engage in other work that the skill of the hand can do.

Recently by voluntary contribution not a single colored school in the county previously referred to, was run for less than one month longer than the public term.

To enroll 90 per cent of the children was not an easy thing to do, yet it was not extremely difficult. The ministers from their pulpits urged the importance of education and the people to patronize the schools. The good women were missionaries to the homes of the indifferent. The county paper gave its help. The County Board of Education arranged for the use of one column in the paper, that was edited by the superintendent. Week after week the simplest local incidents were embellished through the imaginative faculties into a pretty story that carried with it an appeal to some particular class or community. The newspaper did not visit all the homes, so these articles were put on the job press and hundreds run off, which were mailed to the people. Some boys and young men who stood high in the public estimation, undertook and succeeded in organizing literary societies in nearly every school in the county. The books of the circulating library went into homes where, aside from an almanac, and sometimes a Bible, no book could be found. All of us have noticed throughout the South during the fall term many horses tied around some school buildings, suggesting that the teacher was the magnet that was drawing patronage from territory too remote for the children to walk. This kind of teachers was put into the schools. The superintendent reasoned that if the ways of the polished politician brought success in politics, that the superintendent, who is expected to be cultured and educated, and who could not be charged with sinister motives by employing the same policy, ought to be more successful.

Benjamin H. Hill, a distinguished Georgian, said: "God loved the common people or he would not have made so many of them." Truly there are enough of them to make any-

thing a success or anything a failure. If we have ever in any way been intimately associated with these people we remember that in spite of ourselves, that as we have risen from one position to another that would require a great deal of mental effort, that the breach between us has widened. The superintendent should be a magnet who repulses none and attracts all; who can electrify and inspire teacher, pupil and patron. It is not best to always be training ourselves to look wise. Some very good people do not care to associate with a Solomon. Uphold the dignity of your office and position when necessary; unbend that dignity when and wherever the occasion demands.

Thus was brought about a large attendance; a good attendance brought about long-term schools, and now good school-houses are being built. It may be interesting to know something of the conditions that existed. The superintendent was driving along the road and overtook a man who was walking. Common courtesy demanded that the superintendent should invite him to ride with him. The man said that his name was Smith, and addressed the superintendent as "Stranger." He remarked: "I'm a little tired toting these bundles. I was out of tobacco and the old woman was out of snuff, and as I did not want to stop the plow, I decided to walk to town." He shoved two bundles under the seat of the buggy. "I only got a pound of tobacco this time; I generally buy a box, but I couldn't tote it. That's a jar of snuff. I'll bet there are more empty snuff jars at my house than any place you ever saw. My old woman uses three jars every month." He put down another package. "That's three boxes of shells; we are going to have a bird-shooting over here in a few days—won't you come over?"

We were then crossing the mill creek. "Ever go fishing? I have just bought me some new nets, and a crowd of us are going over to the lake next week and camp out a day or two." A little house on the hill to the left. "That's the

school-house, but we ain't got much school. But that reminds me that my little gal asked me to bring her a book, but I forgot it. Well, she's been axing for it two months, and if she has got along this long without it she can get along a little longer. Books are too high, anyway." The fork of the road was reached and we parted.

A visit to the little school where a little lady on a twenty dollar salary was doing faithful work under as many difficulties as have ever been met in a school in the back country, and the superintendent was again on his way.

"Hello, mister! Are you the fellow who goes to the schools?" The superintendent told him that he had just visited the school on the hill. "Well, I want to ax you what you think of the teacher?" The superintendent evaded, suggested that he patronized the school and was better prepared to give an opinion of the teacher. "Well, I don't think she is much teacher. She makes out she knows lots, but I don't believe she knows as much as she makes out she does. She keeps on wanting my children to buy new books when I have a whole stack of them at my house that they ain't never read in. I axed her if she could read 'em. She said she could, but I don't believe it. I can spell 'em all right, but I can't read 'em. Do you think you can read 'em?" The superintendent told him that it was very likely he couldn't read 'em. Then he said, "And I don't believe she can either. The fact is, I believe that I have books at my house that God Almighty Himself can't read."

DEPARTMENT OF CHILD STUDY.

SECRETARY'S MINUTES.

The Auditorium—3 P. M., Wednesday, July 1.

Supt. W. W. Barnett, of Houston, Texas, sent his paper on "Children's Libraries in the Public Schools," which was read at this meeting.

An interesting discussion was given by C. Victor Campbell, of Chicago, on the subject: "The Physical Examination of Children in Public Schools." His remarks were directed especially to results in Chicago, and were illustrated by diagrams. His talk summarized was:

The children were measured as to height, height sitting, weight, strength of grip in either hand, endurance as shown on the ergograph, lung capacity and capacity of movement. The eyesight and hearing were tested, and note was made of the occurrence of certain abnormalities of growth and lack of motor control. Some of the results of this investigation were as follows:

In every test made the bright children at each age were physically superior to the backward ones. In the case of the 12-year-olds found in the various grades from the second to the eighth, the higher the grade the higher the average physical development.

2. Great differences in height in pupils of same grade in school call for adjustable desks.

3. Great differences in strength and endurance showed the need of graded physical culture.

4. The eye and ear defects are so frequently unknown to the pupils, and especially to parents, that these should be scientifically tested.

5. The great range of physical ability is paralleled by a

great range of mental ability. This ought to be met by adjustable requirements in the courses of study, especially during the years of adolescence.

In summing up, Mr. Campbell said that the result of this work in Chicago was a strong argument for the practical recognition of the child's physical nature, not only in the externals of buildings, apparatus and equipment, but in the formation of courses of instruction.

Miss E. Kate Carman, of the Biltmore Parish School, read an interesting paper on "Adolescence."

Dr. Thomas Hume, of the University, was to have discussed "Child Study and Sunday School Instruction," but decided to defer his remarks, as he is to discuss the same subject before the Convention Friday night.

The Department adjourned until 3 p. m. Thursday.

The Auditorium—3 P. M., Thursday, July 2.

A paper was read by Miss Minnie Macfeat, of Winthrop Normal College, Rock Hill, S. C., on the "Social Environment of the Child."

Prof. Frederick Eby's paper on "What General Education Owes the Kindergarten," was read.

President H. E. Bierly made a report of "Child Study in the South."

The election of officers resulted as follows:

President: H. Elmer Bierly, Florida State College, Tallahassee, Fla.

Vice-President: Miss Clem Hampton, Gainesville, Fla.

Secretary: Miss Celestia S. Parrish, Georgia State Normal, Athens, Ga.

This meeting closed the session.

CHILDREN'S LIBRARIES IN THE PUBLIC SCHOOLS.

BY SUPT. W. W. BARNETT, HOUSTON, TEXAS.

Every public school, from the log cabin by the wayside to the best school in the State, should have a library. The importance of having a well-chosen library in each school can not be overestimated. A library is the most powerful aid in developing a love for literature. I have never known a school where no library existed to turn out pupils with a taste for literature. When a teacher has made the environment of his pupils such that they are becoming attached to the true, the beautiful and the good, as exemplified in literature, that teacher is accomplishing the greatest work that lies before him. I make this claim because a love for literature increases the means of high and lasting enjoyment. It gives one the means whereby his leisure hours may be made to bring lasting happiness and permanent profit. The pupil who forms a love for good books will be saved by that love from many an insidious danger with which our lives are beset. A thread of golden purpose will run through his life and the clear radiance from this will brighten and beautify the whole.

Of the value of a love for literature those best entitled to judge give utterance with no uncertain sound. I mean by those best able to judge, the ones who have had the largest opportunity to test for themselves the many possibilities of life, and to compare the pleasure and the profit they have derived from literature with the pleasure and profit they have found in other things. Permit me to give you the declaration of one such person. Though we remember Macaulay almost wholly as a scholar, he was a man of many-sided interests. He had wealth and fame, he had rank and power,

he was a leading statesman, a favorite in society, a brilliant and popular man of the world; yet this is how Macauley once wrote to a little girl friend:

"I am always glad to make my little girl happy, and nothing pleases me so much as to see that she likes books; for, when she is as old as I am, she will find that they are better than all the tarts and cakes, toys and plays and sights in the world. If anyone would make me the greatest king that ever lived, with palaces and gardens and fine dinners and wines and coaches and beautiful clothes and hundreds of servants, on condition that I should not read books, I would not be a king. I would rather be a poor man in a garret with plenty of books than a king who did not love reading."

Macauley certainly understood what he was talking about when he penned these beautiful lines and thus confessed that he owed the happiest hours of his life to his love for literature. If a taste for literature afforded the brilliant statesman enjoyment more substantial, more lasting than he could find in all the honor and wealth, the glory and power, which life had conferred on him, then surely we may pause to ask whether it may not yield a similar blessing to our pupils and to ourselves.

But unless we begin early in life to encourage a reading spirit children will never become readers. Very little has been done for children preceding the high school in the way of furnishing them the opportunity to read good books. The children's libraries have been made up of a miscellaneous collection mostly addressed to the adult mind. Often nothing has been done by the school to put good books in reach of the pupils. It is a well-known fact that one who does not form a taste for literature before reaching sixteen years of age will probably never get much enjoyment out of books.

As an illustration of this fact, some years ago when I was a teacher, a large boy seventeen years old came to

my school. When it came time to draw books from the library he was indifferent and did not wish any book. I placed on his desk a little book written in simple language, "Great Americans for Little Americans." He became interested, his face brightened up, and he wore a new expression I had not seen there before, when, after reading the book for a while, he came and asked me to let him take it home. This boy came from a country school where there was no opportunity to get books. I found that he had never before read a book, consequently did not know how much pleasure he had missed. Had his schools done their duty I would not have been compelled to get him started on a book written for second grade children. This boy is a type of the vast majority of children, not only in our country but in our city schools also.

I have in mind another boy whose parents were fairly well educated, but they had never seen the importance of placing the right kind of literature within the reach of their son. The schools he attended had done no more toward developing his taste for literature than had his parents. He was asked by a friend of mine if he had ever read the Sketch Book. He replied, "I have never read anything in my life but Peck's Bad Boy; I don't like to read." This boy was nineteen years old. No wonder he did not like to read, because he had never been given an opportunity to form a taste for literature. This book by chance fell into his hands, and he read it, but it came too late, for the golden hours for him had passed.

I have now placed before you the importance of having a school library in order that the children may form an early love for good literature. After an experience of several years in the necessary work to build up school libraries I believe that what we need is unity of purpose and co-operation among the teachers. If the State Superintendents would request all school authorities to set apart one day to

be observed simultaneously by all the schools as Library Day, the work would move forward with a mighty impetus. As an illustration of what can be done toward building up libraries for the children, I may be excused for relating what we are trying to do in Houston. Here we have observed Library Day, annually, for the last ten years. The day set aside is always just before Thanksgiving Day. We have taken this day because people at this time are probably in a better frame of mind for our purposes than at any other time during the year.

On Library Day a program relating to books is carried out. Preceding this, an announcement is sent to every parent in the city stating the purpose of Library Day and asking each parent to give, through the children, a small contribution to buy good books for the children's library. The announcement is placed in an envelope, each child returns the envelope, sealed, with or without a contribution. Being in envelopes no one sees what one contributes or that he does not contribute at all as envelopes are collected. As the envelopes are handed in each child recites a quotation about books, such as "A good book is the best of friends; the same to-day and forever." The money is counted by a committee of pupils. The contributions average about ten cents to the pupil, and from \$5 to \$10 to the room. In this way each year some good books are added to the library of each school-room.

The teachers make out their lists beforehand and buy the books as soon as they get the money. The children see the immediate returns, and feel that they will get the benefit of their contributions. As a result of ten years' work our ten white schools have 6,222 volumes and our seven colored schools have 684 volumes. The total amount of the contributions this year was \$384.36 given on Library Day. It took no time from the regular work of the school, caused the

parents and teachers no worry, as often is the case with many schemes for securing money to buy books for libraries.

It is exceedingly important that the books selected be addressed to the mind of the child. This does not mean that children's books must be ramby-ramby. Twenty years ago the list of books for children was a very limited one; to-day there are hundreds of books so written as to interest and instruct children. There has been an erroneous idea that books for children should be difficult to comprehend. Scott expressed this idea in saying that "Children derive impulses of a powerful kind from hearing things they do not comprehend. It is a mistake to write down to their understandings." But experience proves to my mind that Scott was speaking from theory. In one school of which I was principal I found in the library for children no higher than the sixth grade, the novels of Scott and of Dickens untouched and unread, and as unused as they were when purchased. These children were great readers, too, for they had worn out, in the six years that Scott's novels had been in the library, two sets of Miss Alcott's Little Women series.

So it is exceedingly important that the right kind of books be selected for the children's library. A list of books, however interesting it may be to the one who makes it, may be unserviceable to the children. There are some things that may be taken to guide us in our selections. The first thing that a child looks at on opening the book is the style of the type. If it is fine print he will not read it. The type should be large and easily read. The illustrations have more to do with enticing a child to read a book than you may think. Not long since I saw a little book that was almost worn out, and the one thing attracted the children to it more than anything else was the first picture in the book. Next, books that are written in conversational style are always more attractive to children than de-eriptiun. In the primary

grades—1st, 2d, 3d and 4th—fairy stories are the delight of the children. In the grammar grades children are emerging from fairy land and do not love, so much, stories containing the supernatural element. What attracts them most is stories of boys and girls like themselves, history stories, half fact, half fiction.

But to test this matter of what children like to read, themselves, I asked a thousand children of the public schools of Houston this question: "What is the most interesting story or book you have read or heard read?" It is probably not the list of books that some of the critics would select for children, but the list that I tabulated from their statements gives their honest convictions about this matter. It is a good thing now and then to hear what the children have to say about some of these matters. I give below the ten most popular books for each grade.

For the First Grade.—Red Riding Hood, Jack, the Giant Killer, Cinderella, Old Mother Hubbard, Jack and Gill, The Adventures of a Brownie, Robinson Crusoe and Santa Claus.

For the Second Grade.—The Three Bears and Golden Hair, What Tommie Did, Red Riding Hood, Mother Goose's Melodies, Beautiful Joe, Robinson Crusoe, Jack the Giant Killer, and Three Little Pigs.

For the Third Grade.—The Little Lame Prince, Grimm's Fairy Tales, The Adventures of a Brownie, Little Lord Fauntleroy, Toby Tyler; or Ten Weeks with a Circus, Mr. Stubb's Brother, Hans Anderson's Fairy Tales, Robinson Crusoe, and again comes Jack, the Giant Killer.

For the Fourth Grade.—Five Little Peppers, Alice's Adventures in Wonderland, Teddy and Carrots, Sara Crew, Tom the Boot-black, Adventures in California, and once more Jack, the Giant Killer. These children are emerging from fairy land into the land of half fact, half fiction.

For the Fifth Grade.—Little Men, Little Women, Joe's

Boys, Swiss Family Robinson, The Life of David Crockett, From Farm Boy to Senator, Black Beauty, The Bird's Christmas Carol, The Life of Washington, Old-fashioned Girl. They have now emerged completely from fairyland, as we see from this list. Stories of children like themselves consume their interest.

For Sixth Grade.—Little Men, Little Women, An Old-fashioned Girl, Life of David Crockett, Five Little Peppers, Black Beauty, Bonny Prince Charlie, Hans Brinker; or the Silver Skates, The Lion of St. Mark, and Two Little Confederates. In this list children are enjoying these beautiful historical stories like the Two Little Confederates.

This is as far as I carried my investigation with regard to what children like to read. I have read most of these books myself, and I believe that they are good for children to read. I only wish that every school in the South could get a sufficient number of such books as would give every child a chance to develop a taste for literature.

Children need to be taught how to use a library. They should be encouraged to make friends of good books instead of mere passing acquaintances. Many of them treat a book as a child does a new toy—read it once and cast it aside forever. They should be encouraged to read a book several times. Books that we read but once are of scant service to us. Those that have really helped to warm our imaginations and to train our faculties are the few old friends we know so well that they have become a portion of our thinking selves.

If a real love for a book has been formed one returns to it again and again. The late Dr. J. Baldwin once told me that he had read Shakespeare each year for the last thirty years of his life. This is what I mean by forming a real love for a book.

We have done but little for the children when we have taught them to read, unless we have developed in them a

love for reading. We have devoted much of our time to teaching the mechanical side of reading and have neglected to direct the child so that when he leaves school he will be able to direct himself. Teachers themselves ought to be familiar with the children's classics and should so thoroughly enjoy them that they can inspire a love for these classics in the breasts of their children. Thousand of children go out from the public schools every year who have formed no love for literature. They soon become engrossed in the grinding affairs of the business world, and join the mighty throng who care for nothing but this gross materialism.

Their lives are sadly remindful of John Bunyan's story of the man with the muck rake, the man who spent his days mooling and grubbing in the filth, never dreaming that just above his unlifted head was an angel holding toward him a crown of untold price. This man with the muck rake is typical of many a life because it has never been thrilled with the beauty, the ideal glory which everyone may enjoy if he will. "Ye are not made," says Dante, speaking through the mouth of Ulysses, "ye are not made to live like the beasts, but to seek virtue and knowledge." Each of us in our better moments responds to these stirring words. Let us use the means within our reach to lift up the children of the Southland. I hope that every teacher will realize the importance of establishing a library in his school, that the eyes of the children may be opened to a realization of the beautiful, the true, and the good in literature.

ADOLESCENCE.

BY E. KATE CARMAN, BILTMORE, N. C.

The earliest education began in the teens. It grew upward into college and university, then, after many centuries, downward into primary and kindergarten. Now again educational thought has swung back and seems to recognize the age of adolescence as the one of greatest possibilities and as worthy of the greatest study by educators.

A larger setting for such a subject, though we speak of only a limited phase of it, is life in general—that is, physical life—and for a moment we may think what this means.

Nothing that lives, lives unto itself alone. The struggle for survival is toward reproduction as an end. Between birth and death the two factors that play for prominence are nutriment and waste. While nutriment is in excess the organism grows. With maturity it may give of its life for new beings, which shall in turn repeat the existence of their parents.

Then the position of the two factors changes. Waste slowly exceeds repair; the tissues burn out faster than they build, and in time comes death. Thus runs the tragedy of a single life. Its atom contributes to the cosmos and is played upon by the eternal purpose.

This process is common to the whole series of living things and below man there is no special part of it to which any importance attaches. It is one constant, unmodified round of irrational activities.

But with man this is not so. Just as in the development of the race there came a great change when self-preservation ceased to occupy all the powers of man; so in the individual there is a time when the growth and maintenance of the physical self seems to assume a position of minor importance,

and a change ensues, the extent and significance of which is scarcely understood.

This time is adolescence. Rousseau calls it the second birth. The infant is born into his little world the climax of previous history and all else is at once contributory to his individual well-being. The youth is born into the race, a social factor—a very small part of a large whole.

Observation of child-life as it passes into maturity reveals changes that are distinct in character from those which mark any previous epoch. A closer acquaintance is quite convincing that there are changes of far deeper significance than the purely physical ones which mark the puberal period.

These phenomena in the physical nature clearly stand for a transition from survival to reproduction—from self to otherness. This may suggest, then, the meaning of the change which is taking place in the nature not physical.

Pre-adolescent growth is primarily growth of the body, and with its attainment there comes into prominence the rest of the being, seemingly just ready to begin its larger growth. The development of the body which can be measured by weight and size is accompanied by changes not so easily defined, such as occur in the blood supply, nervous system, form and features.

Think of only the first of these for a moment, the increase in blood supply. In childhood the relation of heart to arteries is as 25 to 20. Before puberty it is as 140 to 50, and in full maturity as 290 to 61. Think how this one change would make for turbulence and upheaval and unrest, and yet with a granite face the pedagogue looks upon youth and expects decorum, quiet, and attention.

There is all through the period of growth a development of nervous force in advance of machinery to use it. The surplus finds vent in the great activities of childhood. This seeks definite expression in play. Being purely spontaneous,

play affords the best possible index to the child's mind, and changes in its nature register corresponding mental changes.

About the best study of play the world over was made a few years ago by Dr. Gulick. In classifying the interests and activities of the young that centre about play, he divides them into three periods. The first includes all the mechanics of running, jumping, throwing, handling tools, and the use of the body. "Around these the spontaneous interest of the child centres," he says. "They must become reflex before the mind can be free for higher achievement, but without them every-day life would be impossible."

The second period, running from about seven to twelve, shows a gradual shading off from a group of activities whose centre is exclusively one's self, to a group whose centre of interest is one's self in relation to others. This group, he says, constitutes in a general sense the play-life of the young of our higher races. The richness of the plays varies, but no races go into them with the intensity of the Anglo-Saxon.

The third group contains more highly organized plays and games. These are usually done in groups or gangs, and show the aggregating capacity. These group games have for their key-note team work, and the captain of a team must exercise qualities of a high order, analogous to those exercised by a successful chief. There are in this group two major elements, co-ordination and self-sacrifice. Dr. Gulick also shows that these group games are played by Anglo-Saxon children, but by none others. Hence we may infer a superior susceptibility in Anglo-Saxon youth to altruistic training.

The earliest detailed studies of adolescence made in our country are those of Dr. Burnham and Dr. Lancaster, made some years ago in Clark University. From these comes the evidence that certain phenomena in the mental and spiritual side of our being do characterize the change from childhood to maturity.

A careful study of their works justifies, it seems to me, such conclusions as the following, though neither writer drew from them any such deductions himself:

1st. That there is a normal type of adolescence and there is a pathological type.

2d. That the characteristic phenomena of the normal type point unvaryingly to one fact as their cause, namely: To a change in the individual's entire nature from self to otherness.

3d. That the characteristic phenomena of the pathological type corroborate this conclusion by showing as *their cause* a gap between self and otherness, and that the "travail of transition" is in proportion to the gap.

Dr. Burnham's study deals with the "storm and stress" period. From answers to questions sent to eight or nine hundred people, representing every class and condition in life in this country, he finds that three-fourths of them have experienced this period of great turmoil and unrest. Dr. Lancaster gives results from a questionnaire covering a much wider and yet more specific field of inquiry, and tabulates results from 827 answers.

He also studied one thousand biographies, and, like Dr. Burnham's, his results show the wide extent of the phenomena noted.

For a quick survey of the work done by these investigators, I have arranged the subjects inquired into and their answers, in a rough scale from the normal to the pathological, and in running down the list, one may readily see the cause of the conclusions before suggested:

1. Senses and Thought: Of 225, 197 say the senses are keener and wider ranged.

2. Literature: Of 523, 453 had a craze for reading.

3. Art and Music: Of 472, 361 experience a new feeling for art; of 556, 464 for music, meaning an increased love for it.

4. Science: Two hundred and ninety out of 381 liked science.

5. Philosophical Studies: Of 194, 167 liked and were helped by such.

6. Nature: Of 702, 640 express a real, and often a new, love of nature.

7. Solitude: Of 471, 307 were fond of solitude from twelve to twenty.

8. Ideals: Of 172, 165 had ideals.

9. Language: Of 346, 262 report a dumb, bound feeling. Some found it very hard to tell the truth.

10. Future: Of 462, 369 had planned a future.

11. Customary Restraint: Of 403, 253 found home less attractive, and desired to strike out for themselves. Of 281, 100 said parental influence declined. One hundred and eighty-one said it did not. Of 292, 100 wanted to leave school; 192 did not.

12. Friendship and Love: Two-thirds of the answers showed a seeking for companionship with people older than themselves. Of ninety-one answers, 65 were in love before twenty-five.

13. Selfishness and Altruism: Of 285, 214 report greater unselfishness. Impulses of reform were reported by 142 out of 149.

14. Energy and Activity: Intense fluctuations in activity are reported as distinctly characteristic of adolescence.

15. Elation and Depression: Very common. The curve of despondency starts at eleven, rises steadily and rapidly till fifteen, culminates at seventeen, and then falls steadily till twenty-three, when it reaches the base line. Thoughts of suicide are very common.

16. Morals and Habits: Of 526, 240 experience sudden moral feelings of right and wrong. There are many expressions of intense surprise at the awful thoughts of crime that go rushing through the mind at this time.

17. Religion: Of 598, 518 reported new religious inclinations.

With Burnham's three-fourths and one-fourth, we have a division between the pathological type of adolescence and the normal type. A time of storm and stress—necessarily a retardation—right in the midst of growth, and at the richest period for acquisition to the individual, is unnatural. It occurs nowhere else in the series of living things. It does not occur universally among mankind. That three-fourths should even approximate the proportion of pathological cases in our own country is a fact of profound significance. It would seem to indicate a new demand for which preparation is inadequate.

(14-17.) It is the last group of subjects, elation, depression, morals and religion, that the conditions most abound for producing the pathological type of adolescence, because the tremendous energy and activity which characterize the period must find outlet, and the new emotional life furnishes the most inviting field for their play. The lack of balance in the realm of feeling, especially the prevalence of despondency, is an unnatural thing and a serious check upon an expanding nature. The arrest of attention to morals and habits at this time is significant. The question of whether a thing is right or wrong has place only where more persons than one are involved. A solitary individual could only imagine himself a criminal or a saint; he could not be one. When the time comes for the responsible relations between self and others, if the individual does not find himself a unit in the social whole without consciousness of the transition, he will probably awaken to the fact that there is an otherness in which he has no part. He finds a social system fixed without his sanction, in which he must fit. The yoke chafes upon him, because he knows it is there. If he turns against the social order, he is a criminal. The indulgence of the individual whim or caprice which in the self stage was

play and quite legitimate, is no longer allowable; the individual must pass "from the false freedom of self-exaltation, which is youth, to the true freedom of self-surrender, which is manhood." If the sense of isolation take not such definite shape, it at any rate produces in him a vague discomfort, an incessant unrest, envy and discontent. He may then seek by introspection the cause, and decide, with the aid of other influences, that his soul is not at peace with God. The emotions swing over an area more vast than any other period of life offers to them. Crime and conversion stand for the extremes of attraction, and either one as a climax justifies suspicion on the previous means of growth.

In Dr. Burnham's study of the storm and stress period, he states that very many of the answers gave voluntarily as the cause for the feelings of doubt and estrangement, a reaction against narrow religious training. That one feels at this time a deep yearning after the "things of the spirit," a new sense of obligation, a large desire to be of service to others, is perfectly normal; but that the "new religious inclinations" should be to a great extent made up (as the answers show them to be) of distressing doubts and hysterical fears about the condition of one's soul is a ban upon the projection of self into its larger capacity. A healthy, growing soul has no more claim upon the attention than a healthy stomach, and anything that keeps it in a brooding, morbid, self-centered state fixes the unnatural gap in the way of its progress. To me this seems the root of the widest deviation from the normal type of adolescence, and consequently the nature of the phenomena resulting from it point most strongly to the real meaning of the adolescent change.

May we now turn our attention to a few pedagogical conclusions which such studies as this may warrant? It is well, however, first to bear in mind as a safeguard against radical reformation, that the race has progressed thus far without the information about to be contributed, and that nearly every life that has reached maturity testifies to the

fact that childhood can pass the most alarming crisis of parental ignorance, or of pedagogic method, and come out absolutely unharmed by either. If, however, the meaning of adolescence has been rightly interpreted, there is justification for a broader pedagogical interest in this particular age than it usually receives.

Dr. G. Stanley Hall says: "Perhaps the most important changes for the educator to study are those which begin between the ages of twelve and sixteen, and are completed only some years later when the adolescent receives from nature a new capital of energy and altruistic feeling. It is a physiological second birth, and success in life depends upon the care and wisdom with which this new and final invoice of energy is husbanded."

In addition to that phase of adolescence which makes it so attractive to the educator, there is a reverse side which is equally entitled to his interest. This is the fact that, having realized the significance of adolescent changes, when he turns to the secondary school with the enthusiasm born of a discovered opportunity, he finds there an appalling shrinkage in his material. I doubt not, if record were taken of the whole field, that twenty per cent would cover the proportion of names remaining on the high school record for four years, and of those that bridge the distance from eighth grade to college, three per cent would answer. This means that the vital needs of the adolescent, as he turns from self to social obligations, are not provided for in the school. Except in so far as they have been met, education henceforth will mean little more than the primitive individual struggle.

The school is never the sole factor in education, nor always the most important; but, in so far as it plays a part, it must, if successful, have different functions according to the advancing stages of the child's development. The whole capacity and tendency of the child-nature would indicate self-

development as the chief function of the primary school. Every change in the adolescent suggests his peculiar fitness and need for adaptation to the world outside himself. For this reason the secondary school is preeminently the place for the social aim in education, and the hold which the school has upon its members may be measured by the extent to which it is a social institution, having social life and value within itself.

While this, in complete organization, is no doubt beyond the ordinary school possibilities, there is no reason why the school, as it now exists, might not much more fully satisfy the adolescent's needs. He needs, and the world needs from him, a character, and this is the crucial age in his life for its formation. What has preceded is but fundamental. The child learns by imitation, and very important it is that we have worthy models, and that, through daily teaching, he form habits that may abide; but all this, however good, is not character. This comes from real contact with life; from the purposive acts of the individual as he fits himself to situations involving a regard for others. The supreme demand of the adolescent is this contact with life. Coincident with the development of individual powers is the appearance of social desires. He must do something for some real purpose. He must be a valuable person in some capacity. A ball team or a social club, or a strong friendship—something that will make the adolescent an indispensable member of a whole—is the first essential of his curriculum just now. The school that provides this has done much toward enlivening its inner workings.

Next the teacher. Because character is the great need of the pupil at this time, it should be the first requirement of the teacher. Though scholarship is not to be undervalued, it would seem as if the eighty per cent which drop out of high school had need of something else than intellectual attractions.

To say that the teacher should possess sympathy sounds like a platitude; but the platitude is in our unwarranted familiarity with the word. Sympathy itself is not too widely known, and there is nothing which supersedes it as a valuable quality in the teacher. This would mean the ability to put one's self as teacher in the place of the learner; and were this done for just one moment where a fixed, shrunken, teacher-encased soul exchanged with the wild, overflowing, turbulent soul of youth, there would ensue a magic transformation in that school process.

Then there is need of strength; of a largeness of purpose and a persistence in its fulfillment that shall animate the small tasks of every day as if they were no trifles; of a dogged industry that does not know defeat.

If these two things—sympathy and strength—are found only in separate sexes, then should both men and women be employed in secondary schools. But it is character that is essential, and not variety in clothes. These real character requirements in the teacher need as their setting a pleasing personality. The youth needs it for his contact with people. There is a real obligation of personality which he ought to learn. The world is largely made up of other people, and for this reason, each person owes at least an unobtrusive presence to his fellow-creatures. To have a disagreeable face, or dress, or manner, is to rob another of his peace of mind. Then the real disadvantage which it places upon its possessor is no mean consideration.

Personality is not a transferable quality, and no one need hope to teach it. However, its presence in the teacher does perceptibly affect the school. If such qualities make up the character of the one who chooses teaching as a work, there is then no lack of love and interest in it which insure steadfastness and joy in its doing. Such a worker possesses that which Spurgeon used to seek in people. He said: "Some men are great at the beginning, but they have no stay in

them." One of Colonel Parker's sorrows was to meet, after a few years, some former enthusiastic disciple, and, as he says, read at a glance in her face, "*Es ist alles vorbei.*" If the qualities of character were sought first, those of "teacher" afterward, the greatest need of the school would be answered.

The selfhood of the child might come next. The adolescent is as rightly entitled to individual respect as the adult, and no greater ban can be placed upon his larger growth than to lose sight of this. Whatever self his education has thus far developed, must be honored *in se*. Though his individuality is microscopic, its own value must be recognized. Nothing else so heightens his own possibilities, or so enhances his social value.

The abnormal self-consciousness which so often thwarts the aim of education here is due to a feeling of self-incompleteness. Such a feeling simply precludes the adaptation of self to its social environment. If the primary school and its extra co-laborers in education have failed to develop selfhood that may stand unshamed and self-forgetful, then there is a stumbling block at the very threshold of the secondary school.

Discipline.—Discipline should never have a place in school *per se*. To be a harmonious unit in the whole, not interfering with other people's rights or the welfare of the student body is enough. It comprehends self-control, courteous demeanor, and punctual observance of all requirements. Any rational test of this standard will prove its sufficiency.

Interest.—The question of interest should also take care of itself, and with the proper appreciation of youth, it does.

All artificial stimuli to interest are out of place. They substitute a false motive for self-expression. To need them is to admit a greater need. If rivalry in class standing ever had a place in school, its mission has been fulfilled before adolescence. Friendly rivalry is civilized jealousy. The present system of markings and of examinations, notwith-

standing their prevalence, are as unpedagogic as the whipping post. The adolescent, if he be in good health, simply overflows with eager interest and enthusiasm. To supply him with such a stimulus as a passing grade is irony. If he be physically or mentally weak, and this is the only way in which he may be pushed through without clogging the machine, then the machine is preserved at the cost of life. At the age when the most delicate bodily organs are functioning, and the whole nature is passing its final test for survival, this drain on the vitality does incalculable harm. The demand in any case is needless; in the case of frail growing girls it is criminal. It is anxiety that fleches away youthful vigor—not work. The adolescent's capacity for work is tremendous, and his interest, if not distorted, will keep pace with it.

One provision the school does not always make prominent is happiness. But happiness belongs wherever youth is found.

We, as teachers, must not expect perfection. We don't find it among ourselves; let us be lenient with youth, where I believe God never intended perfection.

Think of the things in that young girl's mind—religion, love, the great perspective of the future, the joy of very living, the wonderment of what it means, the long, long thoughts . . . then think of your own hard glare and your stiff, unlovely frame, and listen to such questions as what is the rule for the present subjunctive with it? Date of the battle of Marathon? If A. and B. start on a journey from X., when will they get to Z.?

We can never be teachers of children at any age till we know them, feel and live with them, and have some grasp on life ourselves.

THE SOCIAL ENVIRONMENT OF THE CHILD.

BY MISS MINNIE MACFEAT, WINTHROP NORMAL COLLEGE, S. C.

The utter helplessness of the child makes a powerful, a most pathetic appeal to us, no matter from what point we view him.

A stranger in a strange world, he finds himself, launched upon the mysterious voyage of life, without the power of choice in the matter. He has not been consulted as to father, mother or grandmother. The gifts that they bestow upon him, he must take. The color of his eyes, his hair, the shape of his nose, his physical inheritance, be it good or bad, pleasing or displeasing, he must accept.

He is an epitome of the past, the product of many generations. Some far-away ancestor is responsible for that trick of manner, that mental or physical peculiarity for which he is noted. Dead generations look at us from the child's eyes, smile in his smile, and a music long since hushed upon earth may ring out clear and sweet in the tones of his voice.

A deathless inheritance is this physical heredity, not always handed down in direct line from father to son, but sometimes playfully skipping a generation or two, and then reappearing in the third and fourth generation. But inheritance is but one-half the story, one-half of the child's birth-right—the other half is environment, or, as has been said, "Circumstances, our place in time and space, our pastors and masters, all those external conditions in which, if the adult has power to take or reject, to obey or compel, the child has not."

He is born into a certain social environment, just as he is born into a certain quality of air. His mental and moral growth depend upon the nature of this social environment, and he can no more help being influenced by it, than he can

help being well nourished or ill nourished by the quality of his mother's milk. Certain social relationships exist, and he must enter into them, can not fail to enter into them by reason of the social nature which is his also by inheritance.

He is born an imitative being. Of course he imitates persons, the persons who are about him. Through imitation, they become a part of him.

He is born a creative being, and the material for his creations must be furnished by his environment—he can not create new elements. Thus we find the wee, helpless child bound on the one hand by the chain of environment, and on the other by that of inheritance, and we are moved with pity, and ask ourselves the question, “What can be done? What can *we* do?” The past is forever past. We can not unmake our forefathers. What they did and were is having its result whether we will or not. We can not ignore the facts of heredity. They are too plain, too obvious. But there is the other factor—the environment one, and our hope lies in modifying this. We no longer feel that we must leave the child helpless in the hands of circumstances, crying out in many instances, “Who shall deliver me from this body of death?” We know to-day that it is not a question of heredity *versus* environment, but that it is a question of heredity *and* environment, that neither of these two forces can act alone. “They clash or combine, act and react, and the product is the child.” The problem of environment—and here we mean social environment—is agitating the public mind to-day. The public conscience is growing somewhat tender over the nature of the little child's surroundings. “The child! The child! Is it well with the child?” is the battle cry of the age. Parents, educators, philanthropists, social reformers of every kind, must work together to answer this question. We can not change a child's grandparents, we *can* change his environment. If evil tendencies exist, we can create an atmosphere which shall be unfavorable to their

growth. Starve out the evil and nourish the good, is the pedagogical creed of the day.

Education has been rightly defined as the "adaptations of a person to environment, and the development of capacity in a person to control environment." "Civilization crystalized into the institutions of home, state, school, society and church," constitute the social environment into which each child is born. The first environment to which he must adapt himself, is, of course, that of the home, the family. He is for many months absolutely helpless. Of all nature's offsprings, he is the least prepared for life. He has comparatively little in the way of instincts and reflexes; he can do but little, and the few ready-made acts of skill of which he is capable are such as are necessary to organic satisfaction. He has, however, a splendid capacity for learning. At this stage he is what Froebel calls a "suckling" in every sense of the word. He grows as every other organism grows, by what he feeds on. His sense of personality grows by the recognition of personality. He responds, says Baldwin, to what have been called "suggestions of personality."

As early as the second month, he can distinguish his nurse's and mother's touch in the dark. He makes wonderful strides in the recognition of personality, not only recognizing differences, but soon analyzing the thoughts and feelings of those about him. The little child soon learns what to expect from each individual, to whom he must go for sympathy, who will be most likely to accede to his wishes, etc. Through imitation he thus assimilates the personality of his environment. He imitates in order that he may understand.

We believe that the worst and best part of a child's education come to him through his unconscious imitation—that he acts out of his suggestions before his judgment is mature enough to be critical. Every person who shares the daily life of the child, the father, mother, the nurse, the cook, the "baker, the candlestick-maker," plays his part in the education

of the child, according to the length of time the child is under his tutelage. It is the duty of the parents to control as much as possible the personality of the earliest environment of the child.

The strongest personal influence of which the child first becomes conscious is of course that of the mother. The influence of the father can not be as potent, because he does not enjoy the same protracted and intimate relationships with the mother. Before our children can have that ideal environment necessary to ideal growth and development, we must have a trained motherhood and fatherhood. Parents must study problems of child life, must know more about the child-nature, before the home will give that preparation for life to which the child has a right.

The influences of a good home can not be overestimated; as an educational factor it has no equal. The child spends here the most impressionable, because most plastic, years of his life. We are told that "ideas can not become the permanent possession of the world, unless they enter in through the door of childhood."

As a type of a social community, the relations of the home are exceedingly close and influential. The child becomes social or unsocial, according to the atmosphere of the home. He becomes selfish or unselfish. The social relationships which confront him from the start are varied and complex. He should be most gently, most skillfully, most wisely guided in his participation in them. His relations to the servants, to the poor and unfortunate, to the people who are older than he is, to the people who are younger than he is, are to be carefully thought out and wrought out, in order that he may become a true and useful member of society. He must be trained with this end in view. The truly social spirit, the truly democratic spirit, must be fostered in the home, or the child's life forever miss that spirit of unselfish service which sweetens and enriches all life. It is the fashion of the hour,

perhaps we might say, to talk of social relationships, of the development of social consciousness, of our duty to our neighbor, and yet many who are so thoroughly acquainted with social theories, have no living experience in these matters, because the home atmosphere was lacking in the social spirit. They can not share each other's burdens because that sympathetic insight and participation in the lives of others was lacking. Men and women who are trained as children to be separate and exclusive never get over it.

The home, says Dr. Dulton, should be full of strong human interests, and people should be rated for what they are, not what they appear to be on the outside.

Parents owe it to their children and to society to surround themselves with such means of inspiration and culture as are found in the best books, the choicest pictures, and the most uplifting music. All the grace and dignity that fathers and mothers acquire through inheritance, education, society, literature and art, are sure in some measure to be reflected in the future lives of the children. The spirit of the home, the spirit of love, of unselfishness, of courtesy, is, after all, the important thing. And this spirit can and does exist in homes that are often poor in this world's goods, lacking in what we call the culture material, but rich in the personality of the father and mother, from whom the spirit of the home must emanate. From the home the child goes to the school, or to the kindergarten, if he is fortunate to be allowed to enter school life through that beautiful door. Here he enters into other relationships—his life becomes broader and richer, he no longer feeds on family diet.

Here are new personalities to be assimilated. Many new brothers and sisters to become acquainted with—the teacher, another mother, like and unlike the mother at home. She loves him, not as his mother, of course, but still there is a love which grows up between pupil and teacher which is one of the most beautiful, most inspiring loves that life offers.

The influence of the teacher is great, her possibilities for good unlimited. Says Dr. Dewey, "The teacher is engaged, not simply in training individuals, but in the formation of the proper social life. He is a social servant, set apart for the maintenance of the proper social order."

WHAT GENERAL EDUCATION OWES TO THE KINDERGARTEN.

BY PROF. FRED. EBY, BAYLOR UNIVERSITY, TEXAS.

The kindergarten, which began its existence in the backwoods of Germany, some sixty-six years ago, has, until within recent years, been regarded with the utmost criticism and jealousy by its older sister, the primary school. Not even yet is it everywhere being adopted into the loosely federated system of American institutions. Kindergartners are still looked upon as aliens, or non-union laborers, without proper right to lay the foundations and share in building thereon the temple of American citizenship. Every little while, some primary school teachers threaten to strike unless these Froebelian fanatics are made to cease their meddling. But time, which so marvelously converts the outcast dreamers of one age into the heroes of succeeding ages, has brought to pass a happy feeling of friendship between this child of sixty-six and the older and more settled institutions of culture. A reciprocity of thought and goods has taken place, which has gone far to cement an inseparable bond all the way up the ladder to the university. This is therefore a most favorable stage to take stock of progress, and especially to pay its gratitude to the kindergarten for what it has so well contributed to general educational advancement. It is high time the older forms of education give due acknowl-

edgement of their indebtedness and obligations to the work of the kindergarten.

In the first place, the kindergarten, as Froebel conceived it, has given us the only true foundation for a sound philosophy of education, basing it upon an accurate and systematic knowledge of the natural development of the child. President G. S. Hall has said:

"Every educational reform has been the direct result of a closer personal acquaintance with children and youth, and a deeper insight into their needs and life."

We have had attempts to base education on psychology, the psychology of the adult, upon an outward analogy to external nature, upon utility, and logical development of the subject-matter of thought. Froebel founded his education upon the principles of the natural normal development of children. In a very true sense he was the first real student of childhood who studied them with a view of helping them, rather than in that superficial manner in which every teacher and parent observes. He not only observed children of all ages, made notes on their progress, but he instigated parents, teachers and students to do the same. Many of these reports were sent to him, and became material for his discussions in his training classes. He understood clearly that if pedagogy is ever to become a science, it must be inductive, and not deductive, must be built up by the gradual accretions of knowledge of natural development. We are only now beginning to reach the same view in pedagogy, and are but coming to enjoy that full vision that Froebel enjoyed, and by which he was inspired in all his endeavors to establish a truly spiritual education. We can only learn to transform the wild rose into the effulgent American beauty, or the scraggly chrysanthemum into the splendid effulgence that adorns a palace by knowing the natural requirements and possibilities of each. We can only attain the full inflorescence of humanity by obedience to the laws of human development. Pestalozzi

saw these laws darkly, Froebel, the Newton of modern pedagogy, charted the heavens and pointed out more clearly the method by which a true science of education can be obtained.

Just here I wish to utter a note of warning to the friends of the kindergarten. It was the highest honor of Froebel to institute child study as a necessary means for exact education. But no man can boast to have completed his science. No one would be more ready to acknowledge this than Froebel himself. Galileo did not say the last word on astronomy, Newton did not complete physics, nor did Bacon leave us a finished system of natural philosophy. But we find some kindergartners who live by and for the letter, forgetful of the spirit, who do not see that we have advanced from Froebel, not that we have transcended him, but we have at least moved further along the highway which he pointed out as the only road to the goal. Let no lover of Froebel, no kindergartner, despise child-study, the patient, faithful inductions of child psychology. Other foundation can no man lay than is laid by Froebel, but we can lift child-study out of the metaphysical and symbolic marshes in which he planted it, and place it upon the more sober and more fruitful hill-side of scientific common sense.

Upon this foundation, then, with many errors, with many mistaken inductions, sometimes with profound doubts and fears, always with the fierce conflicts of opposing views, we are building that temple of philosophy, and art, the goal of all our endeavors, a perfected science and method of developing the human individual back to that perfect being from which he has so sadly departed.

The most illuminating fact, of which the kindergarten has been an open object lesson to all education, is that the nature of the child is not the simple thing supposed by the unreflective, but the most complex organism in existence. The most fatal weakness of the traditional pedagogy and training has been the neglect of this fundamental truth. An age that

sees in the child but a memory to be filled will fail to train men of thought and progress. A period which sees in man only a "cold, logical machine" will fail to produce a race trained for action, or a people in whom that mysterious feeling of worthfulness mounts up into the knowledge of moral values. But not merely must we put the "whole boy to school," as the saying is among us, but we must look to it that something of that harmony and balance is maintained in our development of the many functions of the soul and body—a harmony which the Attic Greeks saw much more clearly than we.

It will be impossible for me to dwell, even slightly, on this occasion upon the many ways in which this vital truth of the infinite complexity of the child organism is exemplified in kindergarten education. I will be able to mention but two principles which have come to have an all-controlling power with the advanced movement in general education.

First of all the kindergarten is the first, and by all means the best attempt ever made in education to assign the will, or volitional life, its essential function in development. Had the kindergarten taught general educational theory and practice nothing more than this development of the will, it would have revolutionized practical as well as theory from top to bottom.

By tradition and common opinion the child has been considered merely as a memory to be filled or an intellect to be disciplined by logical processes. The kindergarten, on the contrary, has regarded man's highest function to be action, character. The will of the individual is the most important thing about him. He is born to perform, to act—not primarily to think, or reflect, or know.

Proper habits of systematic study, vast accumulations of information and disciplined powers of mind will be beneficial only so far as they are under the direction and control

of a balanced, vigorous, synthesized will-power. If there be one function of the home and school which has been strictly left to the negative education of "nature," it is the conative or volitional function. Our ancestors paid much attention to the memory and its embellishment; we lay emphasis upon the rational function. They educated for ornamentation; we for culture, or gross utility. Both alike have neglected the more fundamental power upon which the use and welfare of memory and intelligence depend; there can be no real education unless it has its beginning, center and ending in human individual willing. All the information which the mind can acquire is the merest rubbish; yea, infinitely worse than that—it is disintegrating and atrophying unless it can be brought into vital and dynamic relation with desire and purpose. All the mental muscle, and all the cultivated habits, howsoever, valuable, are useless and obstructive scaffolding unless the will is building upon them a temple of freedom, a parthenon of human personality. The public schools take our children from their homes and natural environment to place them in a hot-house of rapid and premature intellectual transformation by forcing methods. The natural activities of the children are prohibited and inhibited that our artificial and superficial activities may be exhibited to the gaze of the untutored, or displayed in beautiful examination papers prepared for the cram process. Hour by hour, day by day, we choose their tasks, their purposes, their ends, and select the means thereto. Robbed of every opportunity to choose, to purpose, to will for themselves in any true sense, they gradually lose, or never acquire the power of framing high purposes themselves, and must be urged on by the artificial and demoralizing influences of incentives and stimuli. Finally, this product of our schools, emasculated, devitalized, is loaded upon our colleges to swell our numbers, assist in athletics, and multiply the difficulties of discipline. The absence of defi-

nite purposes, of urgent interests, of a high and discriminating sense of the value of collegiate opportunity is an immeasurable weakness in the students who enter the higher branches of school work. By this time they are well nigh beyond hope of being galvanized into strenuous activity: they must remain forever incapable of achievement alike in intellectual and practical pursuits.

KNOWLEDGE IS NOT POWER.

Knowledge is not power; it is at best its conductor. The source and reservoir of power is the will, and no more can the will be developed without exercise in choosing, determining the self, and in achieving activity, than can a muscle without moving. Left unemployed the one atrophies just as much as the other. Employed in the right manner the will synthesizes, unifies and develops individuality, personality and character. Handed over to the kindly wishes of nature, the pampering of parents, continuously and systematically suppressed by injurious school methods, the minds of our children remain as much disintegrated and scattered as when they come into the world, and are never unified and knit up into a true and focalized soul life. It is my earnest conviction that higher education is suffering from the influx of a vast number of purposeless, characterless young people who are a serious impediment, and who are constantly causing the impoverishment of the standard, as well as causing disorder and demoralization. Alike in higher education and in lower, in the home, the school and the Sunday School, for rich and poor, for child and youth, the matchless desideratum of our day and generation is a more efficient method of reaching, quickening and training that center and citadel of our entire life, the individual human will.

"It is will alone that matters,
Will, alone, that makes or mars,
Will that no distraction scatters,
And that no resistance breaks."

In my poor judgment it is the greatest service of the kindergarten that it has become clearly conscious of this vast defect, and has devised the most ideal of all means for its remedy. Taking the infants at that tender age when as yet their intellectual life is on a very low level, they have knit together the wandering, scattered, disconnected thoughts and purposes of the child, focused them, and in this manner have given the child that best mental condition for his future development. In the kindergarten the child learns how to choose ends, right ends, within the moral sphere—ends that teach him proper regard for the rights of his fellows. The best moral teaching that is done is in the kindergarten. But the choosing of ends does not constitute the only training of the will. Far more important in one sense is that long and gradual training that comes from the choice of the best means to reach the ends desired, and the labor for the accomplishment. It is here that most children are being injured. Desires they have, many of them wild and capricious; means they can discover, but how frequently they are without training in this matter of performance.

In this generation when the children command and parents obey, when their slightest wishes are granted before the child has time to make an effort for himself, by doting parents, or parents too much occupied with other concerns; or children are placed in the hands of ignorant nurses who would rather pamper and save the child all effort than make them strive for themselves. To all such the kindergarten is the kindest of schools, for here the child is not waited upon, and no unpsychological divorce is permitted between desires and effort.

HUMAN INDIVIDUALITY.

Now this leads to the next important matter. Let it be frankly acknowledged that to the kindergarten is due in the largest measure the greater attention that is being everywhere paid to the safeguarding of the individuality of the

child. The education of children in the mass, subjecting all to the same moulding influence, shaping all minds after the same pattern, is directly opposed to the methods of the kindergarten. Here the child's individuality is respected and fostered, under due restraint, but not annihilated as in other schools. Human individuality is expressed by the direction of the will; all men do not have the same purposes, they do not seek the same ends. But in so far as they seek different ends they show individuality. This principle, which has always been one of the basic pillars of the kindergarten, has within the last few years been forcing a vast modification of our entire educational practice. To it, mark you, the universities, colleges and high school owe their new faith in the principle of elective courses. It has made the educator feel that all students can not be classical scholars, every student can not take the same subjects for his mental training, but he must take those subjects in which he can feel some vital interest which will contribute something of value for his life. We might as well, expect all men to be merchants or lawyers, or to live and thrive on the same diet, as that all should take the same college courses. The fact of individuality has leavened the whole lump from top to bottom. This principle insisted upon by the kindergarten has made the primary teacher cease trying to teach forty or fifty, or even more pupils. It has brought the teacher everywhere closer to the individual pupil and his needs. From it we see that we educate only in so far as we benefit the individual child with his difficulties and his imperfections. It has made the school men all the way up, or down, to the university, realize that the real test of education is not how much work has been rushed over, but what progress, what mental power has been acquired by the individual student. Personal talents, peculiarities, aptitudes, lacks, defects, have been taken into account as never before. In a word, the kindergarten has forced upon education as no

other means has done that the attainment of the ideal must be for the individual, and not some hazy general ideal which we have in mind.

EDUCATIONAL METHODS.

When we pass to the field of method, we find that the kindergarten has rendered general education services of the most signal character. The student of educational science and history is struck with no more astounding fact than this: the vast periods of time it takes to reduce any reform, howsoever remedial, howsoever needed, to actual practice and to general acceptance. The snail's pace at which reforms are brought about wrings the blood from the heart of every lover of sound educational progress and social reform. We have theory enough, principles and facts in a superabundance, but far too little practice. Our ideals are transcendental, our performance is vicious. The great disease of education is that we do not know how to transform theory into practice, by what methods to realize the beautiful ideals we conjure up in our imagination.

The educational practice of the kindergarten is nowhere perfect. The inner circle of experts are aware that even here the subtle power of ideas is transforming many methods, but taken as a whole and compared with the practices and methods of general education, and the kindergarten is leagues in advance. It has made the nearest approach to that method of nature which was the "holy grail" to all the educational reformers. The kindergarten methods, barring some minor inconsistencies that result from individual misunderstanding, and the kindergarten practice are the most life-like, the most natural of all. It means life lived in the most natural conditions, freely, spontaneously drawn forth rather than driven or forced out; developed rather than retarded and suppressed. The kindergarten, seeing the true relation between desire, knowledge and action, gives the

child a truly psychological and normal development. Laboratories of research and observation, where the student performs experiments himself, libraries and individual study, museums, object lessons, nature study, and finally manual training and industrial education all owe a large debt to the kindergarten. Did time permit I could show how in most cases our belief and practice of these new means of training are influenced and spread, if not directly derived from the kindergarten.

GENERAL EDUCATION TOO INTELLECTUAL.

Viewed from the broad platform of our sciences and philosophy, general education to-day is too exclusively intellectual. We have neglected the executive function, the source of power and force—the will. But in a deep sense the will and physical body are identical, and at least as the one so is the other. I am not a pessimist, nor do I seek to cry wolf, wolf, when no danger is present. But I want to assert that physically, our American race is not all it should be, and in some cases shows degeneration. I believe that the remedy for the liquor terror, and that worse, if worse there can be, the awful covert and subtler terror of patent medicines, which, together, blight so many lives, fill our criminal decks, asylums, etc., lies in a sounder physical development. These habits of seeking the buoyancy of feeling that results from the use of stimulants, either in liquor or patent medicine, will disappear when men are physically more holy.

WE NEED MORE FREE PLAY.

What we need in childhood and youth, and even in maturity, is more of the free play, the exhilaratingly physical diversions of childhood. One of the dangers of general education is the suppression of these games and plays which make pure, wholesome red blood and sound muscles. In the

kindergarten alone is there the least vestige of that noble system of Greek athletics that made the Greek people great in literature, art and science.

PHYSICAL EDUCATION.

Physical education, the most terribly neglected factor in education, has been brought into new prominence by the kindergarten. In free play, calling forth the full physical exertion of the child we have an ideal physical training which equals in every respect the perfection of method attained by the Greeks.

But the kindergarten has done more than merely show us a natural method of physical training. She has made us realize as never before the parallelism of the physical and mental evolution. To a large extent the kindergarten has called forth those pedagogical facts and investigations into the development of the brain and nerves and mental growth. We can not do too much in ascribing to the kindergarten a share in promoting these studies, and a realization of their value to the future educator.

KINDERGARTEN DISCIPLINE.

When we enter the field of discipline we find that the kindergarten has to offer us again guidance of extreme value. Traditional discipline has been negative all round. It said, "Do not do this," not "this do and live." It tried to destroy a habit by itself. The kindergarten method is to destroy one habit by putting a better in its place, and not merely that; all good therapeutics is preventative. The kindergarten so trains a child that he is always so busy in doing what is the right thing that he does not have time for the evil thing. It has become a habit with him to be doing the good deed and avoid the evil.

Directed self-activity, the harmony between control and spontaneity, together with a true social education, is the

complete solution of the problem of discipline. Development must be positive, not negative; living and cultivating and drawing forth, not repressing. To evoke the higher nature we must not so much dwell upon the mistakes and errors as we must hold up the ideal. "Thou shalt not," of the older dispensation, has been succeeded by a safer and more Christian spirit—"Thou shalt"—"Thou shalt love" of the more powerful reign of grace.

REPORT OF CHILD-STUDY IN THE SOUTH.

BY PRESIDENT H. ELMER BIERLY,
FLORIDA STATE COLLEGE, TALLAHASSEE, FLA.

Ladies and Gentlemen:

A department of child study was organized last year at the meeting of the Educational Association at Chattanooga, by those especially interested in child-study, and through an exhibit of psychological and child-study apparatus before the Association, which was afterwards taken to the University of Tennessee and exhibited before the Summer School of the South, where it was seen by about a thousand teachers. A number of children were examined at Chattanooga and Knoxville.

During the last few months the president of the department has been making some investigations, issuing circulars, and writing to various associations. One of these investigations consists of a collection of data as to what is being done in the South in this line, who the specialists are, where trained, their respective lines of interest, what work they have planned, what the State Teachers' Associations are doing, what is the disposition of the general teaching body concerning child-study, etc. The information was very generously and promptly furnished by the State Superintend-

ents, by the departments of pedagogy and psychology of the universities, colleges and normals, by the presidents of the various State and local teachers' associations, city superintendents, etc.

The department now has a complete account of what is being done in child-study in every Southern State. In a few months an article will be written giving an account of the investigation, which, however, was made in order to become better acquainted with the men and conditions, for the purpose of working up more interest in this movement. The department has been having an extensive correspondence with the women's and mothers' clubs and learned that some few discuss this subject at their meetings, and that about seventy-five of the one hundred women's clubs are anxious to take up this subject with the assistance and direction of the department. The department also issued a few circulars on food, study, health, etc., for higher institutions only. Twenty-five of the largest State and church universities and colleges in the South are submitting this circular to their students. A report of this investigation will be made in several months.

The department is also in correspondence with the State Teachers' Associations, State Medical Associations, State Federation of Women's Clubs with reference to arousing more interest in the more systematic and scientific study of children, and on the medical inspection of health in public schools. The following is the nucleus of the plan, which, however, is greatly modified by the local conditions:

A physician under the direction and control of the school board shall visit the schools at their opening, and as many times as is deemed desirable and necessary, once in one week, two or four weeks, and shall have charge of the sanitary matters in and about the school-house. He shall also have in charge contagious diseases and the exclusion of diseased children. He shall especially test their hearing, see-

ing, etc. He shall also advise as to the ability of the child to do work, nervousness and fatigue. His advice shall be sought and followed as much as possible about peculiar, backward and defective children.

The department merely suggests this for making a beginning. The inspection in every case is largely determined by local circumstances, *e. g.*, size of the city, amount of work done by the school physician, and the co-operation and function on the part of the teacher, superintendent and community. But so much as has been stated is practicable, and will serve well to accomplish the desired end. In Europe and America it is generally done by young physicians, often through the influence of a woman's club, for \$150 or \$200 per year, averaging about five cents per pupil for one year. The department is not advocating any particular plan, but the great necessity for inspection of health. We are glad to say that a few State Medical Associations and State Federations of Women's Clubs have already acted and adopted the plan with reference to medical inspection. The department also has access to and support of the best and largest news, church and educational papers in the South. It must not be concluded that on account of the department enlisting the aid of these various associations and the press it is trying to give child-study a club life and large camp following like it had in the North several years ago, which resulted in the reaction of less activity in clubs but not so among specialists. Such is the case with any new movement whatever. During the last two or three years there has been a marked increase in this line which is especially noticeable in the curricula of our institutions and among specialists. This newer and more scientific movement has already begun, not only in the North, but also in the South in a quiet and modest way. The newer South is gradually taking to the newer child-study, benefiting by the lessons of the North's experience. The South is gradually equip-

ping its institutions with psychological apparatus, and is also securing teachers of psychology that have had a fair training in laboratory work. Because of the more settled condition of experimental psychology, increasing simplicity and reduction in price in apparatus, and especially through the large amounts of money given to Southern institutions for scientific and other purposes, a good psychological foundation is made for a systematic and scientific study of children. More particularly many of our more progressive Southern teachers give special attention to this subject in Northern institutions. Some became aroused through Northern teachers in the Southern schools. Then, too, our largest and progressing State and church institutions, especially the summer schools of the Universities of Tennessee, Georgia and Texas. The gradually growing interest in the child-study on the part of State and city superintendents, departments of pedagogy and psychology in universities, colleges, normal schools, State Teachers' Associations, State Medical Associations, State Federations of Women's Clubs, the support of the press, is all that we can possibly desire for a great Southern new movement in child-study.

Rest assured that the day is near at hand when the South will fully realize the benefit of child-study.

DEPARTMENT OF SUPERINTENDENCE.

As none of those invited to read papers before the department were present, a meeting for election of officers was held on July 2d.

The following officers were elected:

President: Supt. J. H. Compton, Leesburg, Fla.

Vice-President: Supt. George D. Goddard, Moultrie, Ga.

Secretary: Prin. Thomas B. Hamby, Asheville, N. C.

LIST OF MEMBERS.

ALABAMA.

Charles C. Thach Auburn
C. L. McCartha..... Troy

GEORGIA.

Miss Marion L. Pitts..... Atlanta
F. G. Webb..... Atlanta
Mrs. F. G. Webb..... Atlanta
George D. Goddard Moultrie
Mrs. George D. Goddard..... Moultrie
C. A. Keith..... Pendergrass.
J. M. McCollum..... Putnam.
J. D. Garner..... Toccoa.
Mrs. J. D. Garner..... Toccoa.

FLORIDA

Benella Davenport De Funiak Springs.
Miss E. M. Mendenhall..... Eustice.
Miss O. M. DeWitt..... Eustice.
Mrs. C. H. Newell..... Eustice.
J. M. Gulliams..... Gainesville.
T. F. McBeath..... Gainesville.
Mrs. O. B. Thomas..... Gainesville.
Miss Clem Hampton..... Gainesville.
J. W. Wideman..... Gainesville.
Mrs. J. W. Wideman..... Gainesville.
Miss Jennie Henley..... Jacksonville.
J. C. Compton..... Leesburg.
L. B. Edwards..... Live Oak
W. B. Lynch..... Orlando
W. B. Hare..... St. Augustine.
Mrs. W. B. Hare..... St. Augustine
H. E. Bierly..... Tallahassee
H. E. Bennett..... Tallahassee.
Miss C. M. Brevard..... Tallahassee
W. N. Sheats..... Tallahassee.
Mrs. W. N. Sheats..... Tallahassee.

LOUISIANA.

J. W. Nicholson	Baton Rouge.
Miss Eleanor Hart	Baton Rouge.
Miss Perry Jones	Baton Rouge.
Isadore Cohn	Baton Rouge.
Miss Zelia Christian	Lafayette.
Miss L. J. Catlett.....	New Orleans
Miss Marion Brown	New Orleans.
Brown Ayres	New Orleans.
Miss Sadie Vickers	New Orleans.
Miss J. Vickers	New Orleans.

MARYLAND.

Harlan Undergraff	Baltimore.
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NORTH CAROLINA.

J. Ed. Swain	Asheville.
Miss Frances Suttle	Asheville.
Thomas B. Hamby	Asheville.
Richard J. Tighe	Asheville.
H. L. King	Asheville.
Miss Carrie Schartle	Asheville.
Miss Elizabeth Bernard	Asheville.
Miss Emma Bernard	Asheville.
Mrs. Mary W. Williamson	Asheville.
Miss Queen M. Carson	Asheville.
Miss M. C. Johnson.....	Asheville.
Miss Mary Kimberly	Asheville.
Miss Nina V. Grist	Asheville.
Miss Susan C. Dukes	Asheville.
Miss Sue Porter	Asheville.
Miss Ellen M. Barker	Asheville.
Miss Flora Gash	Asheville.
C. Falk	Asheville.
Miss Ellen V. Cobb.....	Asheville.
Miss Winifred Turner	Asheville.
Miss Irene R. McLoud.....	Asheville.
Miss Evelyn Merrimon	Asheville.
Miss Amy E. Moore	Asheville.
Miss Lula M. Allen	Allanstand.
Miss Frances L. Goodrich	Allanstand.
F. Brandy.....	Biltmore.
Miss Mary I. Ward	Biltmore.
Miss E. Kate Carman	Biltmore.
Miss Allie Hendricks	Big Laurel.

Miss Margaret E. Griffith	Britton, Co.
Frank P. Venable	Clapp Hill
Thomas Hume	Clapp Hill
Walter Thompson	Concord
Thomas P. Harrison	Davidson
G. S. Baskerville	Farm School
A. E. Cance	Farm School
Miss Emilie M. Martin	Montreat
Miss Evangeline Godbold	Marshall
Miss Hattie Everett	Palmyra
R. L. Madison	Painter
J. W. Thackston	Raleigh
D. Matt Thompson	Statesville
N. D. Johnson	St. Paul
Thomas Lawrence	Victoria
Mrs. F. C. Farinbolt	Victoria
Mrs. Annie D. Martin	Victoria
Mrs. Lillie B. Lance	Victoria
Miss Florence Stephenson	Victoria
Miss Mary Johns	Victoria
S. P. McDivitt	Victoria
J. J. Reagan	Weaverville
D. W. Davis	Wilmington

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Henry W. Fair	Columbia
J. W. Gaines	Hartsville
Miss Charlotte H. Powe	Rock Hill
Miss Mamie Tucker	Selma
S. H. Edmunds	Sumter

NEW MEXICO.

Miss M. Harrison	Las Vegas
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TENNESSEE.

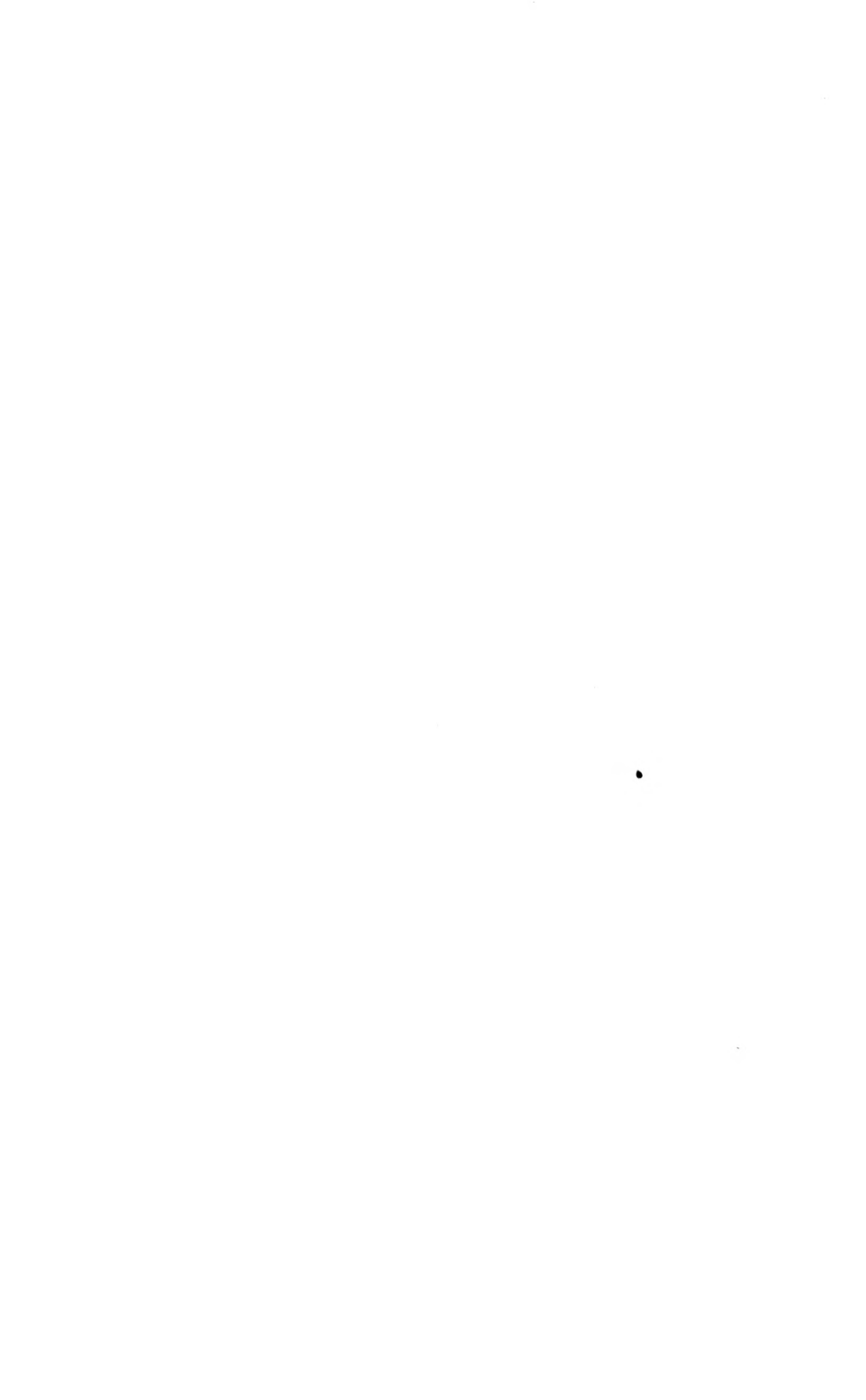
Miss Iona Ball	Crab Orchard
P. P. Claxton	Knoxville
Frederick W. Moore	Nashville

VIRGINIA.

W. Le Conte Stevens	Lexington
W. W. Smith	Lynchburg

WEST VIRGINIA.

D. B. Purinton	Morgantown
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